

AL2002-57



CAREER & TECHNOLOGY STUDIES

Family Dynamics
CMH 1010



Learning
Technologies
Branch

Alberta
LEARNING



Family Dynamics

CMH 1010

Community Health 1010
Family Dynamics
Student Module Booklet
Learning Technologies Branch
ISBN 0-7741-1568-8

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Parents	
General Public	
Other	



The Learning Technologies Branch has an Internet site that you may find useful.
The address is as follows:

<http://www.learning.gov.ab.ca/lrb>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

ALL RIGHTS RESERVED

Copyright © 2001, the Crown in Right of Alberta, as represented by the Minister of Learning, Alberta Learning, 11160 Jasper Avenue, Edmonton, Alberta T5K 0L2. All rights reserved. Additional copies may be obtained from the Learning Resources Distributing Centre.

No part of this courseware may be reproduced in any form, including photocopying (unless otherwise indicated), without the written permission of Alberta Learning.

Every effort has been made both to provide proper acknowledgement of the original source and to comply with copyright law. If cases are identified where this effort has been unsuccessful, please notify Alberta Learning so that appropriate corrective action can be taken.

IT IS STRICTLY PROHIBITED TO COPY ANY PART OF THESE MATERIALS UNDER THE TERMS OF A LICENCE FROM A COLLECTIVE OR A LICENSING BODY.



Welcome!

Welcome to CMH 1010.

We hope you'll enjoy your study of
Family Dynamics.

CTS strands were designed to stand alone or be integrated with other strands for a customized course of studies to meet student needs. Through each strand, CTS basic competencies (knowledge, skills, and attitudes) will be identified as follows:

Careers



Careers: identify appropriate career linkages within the strand being studied

Safety: assess potential risks, and follow personal and environmental safety procedures

Safety



Communication



Communication: effectively present concise written, visual, and oral communications

Task Management: demonstrate an ability to locate and use resources and to use time effectively

Task Management



Ethics



Ethics: make judgements about whether behaviour is right or wrong on personal, community, and global levels

Teamwork: work towards goals co-operatively, collaboratively, or independently, and acknowledge the opinions of others

Teamwork



Innovation



Innovation: recognize opportunities/problems and identify and suggest new ideas

Technology: effectively use technology when required

Technology



These basic competencies build daily living skills useful in a broad range of future endeavours and careers.

The eight icons that appear here indicate to students and teachers that a basic competency has been identified in the activity offered to the students. Not all of the icons appear in each course.

Resources

Mandatory Resources

In order to complete Community Health 1010, you'll need the following resources:

- the course textbook, *Families Today*, second edition, by Connie R. Sasse, published by Glencoe/McGraw-Hill, New York, 1997
- a notebook or binder in which to respond to the questions asked in this Student Module Booklet
- a library or some other source of information on careers and community resources in the area of Community Health
- access, by telephone or direct contact, with community resources

Optional Resources

- a computer connected to the Internet
- a VCR (if you're taking this course in a classroom setting)

Note that you may be asked as part of this course to do outside research and to contact people and organizations in your community working in the area of Community Health.

Visual Cues

In addition to the Career and Technology basic competencies icons described earlier, you may find visual cues throughout the Student Module Booklet to assist you in your studies. Read the following explanations to discover what each icon prompts you to do.



Read your textbook.



Access the Internet (always an optional task).

Remember that any Internet website address given in this course is subject to change.

Community Health


O · V · E · R · V · I · E · W

Introductory	Intermediate	Advanced	
Family Dynamics <i>CMH1010</i>	Adolescent Health Issues <i>CMH2010</i>	Family Issues <i>CMH3010</i>	-THEME - Sociocultural Perspectives
	Perspectives on Marriage <i>CMH2020</i>	Parenting <i>CMH3020</i>	
	Community Volunteerism <i>CMH2030</i>	Aging <i>CMH3030</i>	
Caring for Children <i>CMH1040</i>		Prenatal and Postnatal Care <i>CMH3040</i>	
Child Development <i>CMH1050</i>	Day Care I <i>CMH2050</i>	Day Care 2 <i>CMH3050</i>	-THEME - Skills for Caring
Home Care I <i>CMH1060</i>	Home Care 2: Personal Care Services <i>CMH2060</i>	Home Care 3: Special Conditions <i>CMH3060</i>	
	Sensory Challenges <i>CMH2070</i>	Challenged Individuals <i>CMH3070</i>	
Perspectives on Health <i>CMH1080</i>	Respiratory System <i>CMH2080</i>	Digestive System <i>CMH3080</i>	
	Circulatory System <i>CMH2090</i>	Nervous / Endocrine Systems <i>CMH3090</i>	-THEME - Health Sciences
	Musculoskeletal System <i>CMH2100</i>	Mental Health <i>CMH3100</i>	
	Complementary Therapies <i>CMH2110</i>	Advances in Medical Technology <i>CMH3110</i>	
Personal Safety: (Management)* <i>CTR1210</i>	First Aid and CPR <i>CMH2120</i>	First Aid / CPR for Children <i>CMH3120</i>	-THEME - Injury Prevention
	Sports First Aid I <i>CMH2130</i>	Sports First Aid 2 <i>CMH3130</i>	

— Prerequisite --- Recommended sequence

* Course is also offered in Career Transitions

Some of these courses may not yet be in a distance learning format.



Digitized by the Internet Archive
in 2016 with funding from
University of Alberta Libraries

<https://archive.org/details/familydynamicscm00albe>



C • O • N • T • E • N • T • S

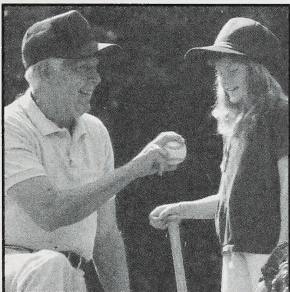
Overview	1
Assessment	2
Strategies for Completing This Course	2

Section 1: The Nature of the Family—An Introduction



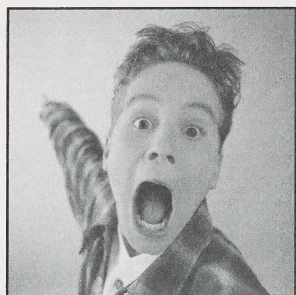
Activity 1: The Family Then and Now	4
Activity 2: Rights and Responsibilities Within a Family	18
Activity 3: Family Traditions	24
Activity 4: Authority Patterns Within Families	29
Follow-up Activities	34
Extra Help	34
Enrichment	36
Conclusion	37

Section 2: The Nature of the Family—Digging Deeper



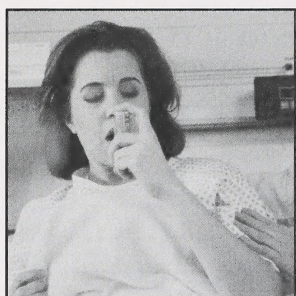
Activity 1: Families and the Needs of Their Members	40
Activity 2: The Family Life Cycle	43
Activity 3: Families and Roles	49
Activity 4: Today and Tomorrow	57
Follow-up Activities	63
Extra Help	63
Enrichment	64
Conclusion	65
Assignment	65

Section 3: Resolving Family Conflicts



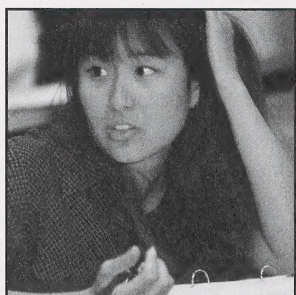
Activity 1: Effective Communication	68
Activity 2: Resolving Conflicts	76
Follow-up Activities	84
Extra Help	84
Enrichment	87
Conclusion	88
Assignment	88

Section 4: Taking Charge of Your Health



Activity 1: Family Health	90
Activity 2: A Health History	101
Activity 3: An Action Plan for Well-Being	106
Follow-up Activities	109
Extra Help	109
Enrichment	111
Conclusion	112
Assignment	112

Section 5: Career and Life Choices



Activity 1: Your Life Choices and Their Effects	114
Activity 2: Career/Life Decisions: A Closer Look	118
Follow-up Activities	123
Extra Help	123
Enrichment	125
Conclusion	127
Assignment	127

Summary	128
---------------	-----

Course Survey

Appendix

Glossary	130
Suggested Answers	132
Image Credits	166

Family Dynamics



O ♦ V ♦ E ♦ R ♦ V ♦ I ♦ E ♦ W

YOU may live in a traditional family headed by a father and mother and with several children. Or you may have a small, single-parent family. It's possible that your household is made up of mother, father, and children from previous marriages. Or you may live with a legal guardian or with a foster family rather than your parents.

Did the preceding paragraph get you thinking about what a family is—and isn't—and what role it plays in people's lives? What needs does a family fill? How are decisions made within families? How have families changed over the years—and how are they likely to change in the future? Why do some families seem to work so well while others don't?

In this course, you'll look at the dynamics of a modern family and compare them to families in the past. You'll examine the structure and functions of families and how communications can help solve family conflicts. You'll also look into family health issues and investigate the effects of personal career/life choices on your family, friends, and community.

Section 1:
The Nature of the Family
—An Introduction

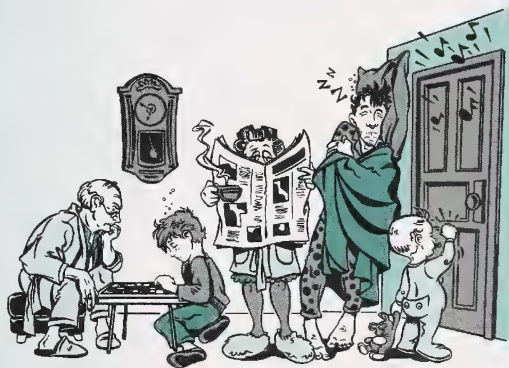
Section 2:
The Nature of the Family
—Digging Deeper

Section 3:
Resolving Family Conflicts

Section 4:
Taking Charge of Your Health

Section 5:
Career and Life Choices

Family Dynamics



Assessment

The document you are presently reading is called a Student Module Booklet. It will show you, step by step, what to do and how to do it.

This course, Family Dynamics, is worth one credit. The course is comprised of five sections. Within each section, your work is grouped into activities. Within the activities, there are readings, explanations, and questions for you to work through. You will correct these activities yourself using the Appendix at the end of this course. These suggested answers will provide you with immediate feedback on your progress.

A portion of your grade in this course will be based on the assignments that you complete for assessment. There is one assignment after each of the last four sections. The mark distribution is as follows:

Section 2 Assignment	30 marks
Section 3 Assignment	30 marks
Section 4 Assignment	25 marks
Section 5 Assignment	15 marks
<hr/>	
TOTAL	100 marks

CTS courses are competency based, which means that you must successfully complete each section to receive credit for the course.

In addition, you might also be required to complete a final test. The weighting for this final test will be determined by your teacher.

Strategies for Completing This Course

Organize your materials and work area before you begin: Student Module Booklet, textbook, notebook, pens, pencils, and so on. Make sure you have a quiet area in which to work, away from distractions.

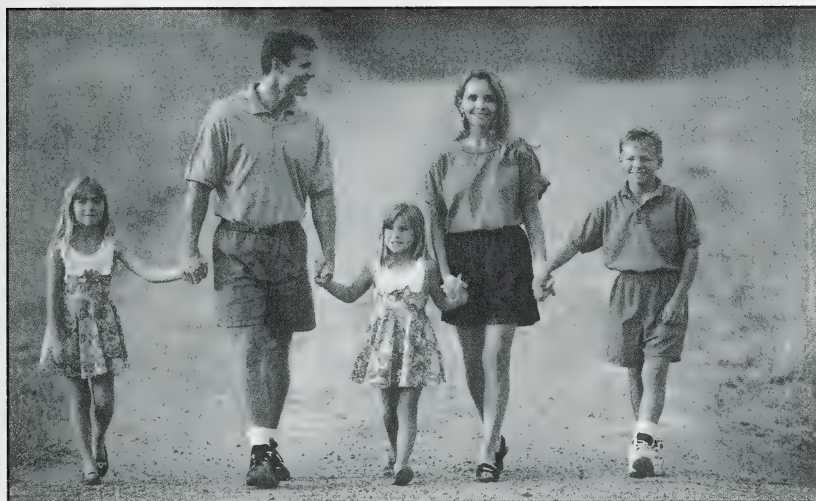
Because response lines are not provided in the Student Module Booklet, you'll need a notebook or lined paper to respond to questions and complete charts. It's important to keep your lined paper handy as you work through the material and to keep your responses together in a notebook or binder for review purposes later.

To achieve success in this course, be sure to read all of the instructions carefully and work slowly and systematically through the material. Remember, it's the work you do in this Student Module Booklet that will prepare you for your assignments. Try to set realistic goals for yourself each day; and when you've set them, stick to them. Do your assignments regularly, and don't forget to review your work before handing it in. Careful work habits will greatly increase your chances for success in Community Health.

Good luck!



The Nature of the Family—An Introduction



HAVE you ever watched a sitcom on television and wished that you had a family in which every problem could be resolved within half an hour? While some TV shows today are trying to be more realistic than in the past, most still vastly oversimplify real-life family situations.

But even if family life isn't always quite as perfect as television shows would have us believe, most of us still wouldn't want to do without it. Our families, no matter what their size and shape, can offer us support that helps us confront the problems we face in our daily lives. True, some families work better than others; but for many people, family provides a solid foundation in their lives that they wouldn't want to lose.

In this section you'll be introduced to different aspects of family life. When you've finished the section, you should be able to explain how things like traditions, structures, and authority patterns contribute to the uniqueness of every family and its ability to help its members meet the demands of our complex society.

SECTION 1

ACTIVITY I

The Family Then and Now



What Is a Family?

Just what does the word *family* mean to you? Is a family a unit consisting of a mother, father, and their children? Is a family a larger grouping consisting of grandparents, aunts and uncles, and other relatives? Is a childless couple a family? A single parent and child? Two unmarried brothers or sisters sharing a home? Is any group of people who live together, support each other, and share their hopes, dreams, and values a family?



1. Before going any farther, take a few minutes and define the word *family* as you understand it. If you're working in a classroom situation, this might be something to work on with a classmate.

Compare your answer with the one in the Appendix, Section I: Activity I.

As you probably came to realize while you worked on question 1, the word *family* isn't an easy thing to define. This wasn't always as true as it is today. Not long ago, the vast majority of people living in North America would have thought of a family as a unit consisting of two parents (with the father in charge of the household) and their children, with perhaps a grandparent or two sharing the home. Certainly everyone would have recognized that not all families fit this mould. Sometimes, for instance, one parent might die, leaving only the father or the mother and their children. Such households, however, were considered abnormalities—and very imperfect family situations indeed.

Today many people still consider this model of the family as the proper and ideal state of affairs; but almost everyone recognizes that there are many other sorts of family structures in our society. A great many Canadian households today, for instance, are headed by a single parent—most often, but by no means always, a mother. Other families might consist of a couple without children or two parents and their children from previous marriages. In the case of some groupings who consider themselves to be families, the parents are unmarried. And if you follow the news, you're probably aware of the battle some same-sex couples are waging today to be recognized as normal family units with all the legal rights accorded other families.



Teamwork

2. Take a few more minutes now and list the different types of family units that you're aware of. This would be a good topic for brainstorming with one or more classmates.

Compare your answer with the one in the Appendix, Section 1: Activity 1.

Now that you've thought a bit about what a family is, open your textbook, *Families Today*, and read from page 50 through to the end of page 56. Then answer the questions that follow.

3. Try to define each of the following in your own words.
 - a. nuclear family
 - b. blended family
 - c. extended family
 - d. foster family
 - e. legal guardian
 - f. adoptive family

4. Identify the type of family described in each of the following situations.
 - a. Benito is financially and legally responsible for 10-year-old Manuel.
 - b. Sue was placed with the Bakkers for a few months when her own parents were unable to care for her.
 - c. Joe Ferguson is raising his children on his own.
 - d. Samuel and Rosemarie are living together and caring for their five children.
 - e. Lars lives alone in a one-bedroom apartment.
 - f. After her divorce, Chantal married Ben. She and her children moved in with Ben and his daughter, and the couple have since had a baby of their own.
5. Make a chart like the one that follows and list **one** advantage and **one** disadvantage of each type of family situation. In some cases, your textbook will help; but in others, you'll have to use your own knowledge or imagination.

	Advantages	Disadvantages
Nuclear Family		
Single-Parent Family		
Blended Family		
Adoptive Family		
Foster Family		

Compare your answers with those in the Appendix, Section I: Activity I.

The Historical Family Versus Today's Family



As you've seen, today families come in all shapes and sizes; but this was far less true even a generation or two ago. In the past, people in our society had a more limited idea of what a family was—and should be.

How has your own extended family changed over the years? To begin answering that question, see if you can find some old family photo albums. Ask your parents, grandparents, or other family members to show you pictures of themselves when they were younger. They'll probably enjoy showing them to you and reminiscing about "the way it used to be." They may be able to tell you some funny stories about things that went on in their younger days.



Yeah, my grandparents and great-grandparents have some great stories; but they aren't all funny. Things were pretty rough when they were kids—like the Great Depression and the war. I'm glad I'm living today.

Maybe, but we have some things to contend with that they didn't have—like drugs, nuclear weapons, and a much more complex, confusing world.

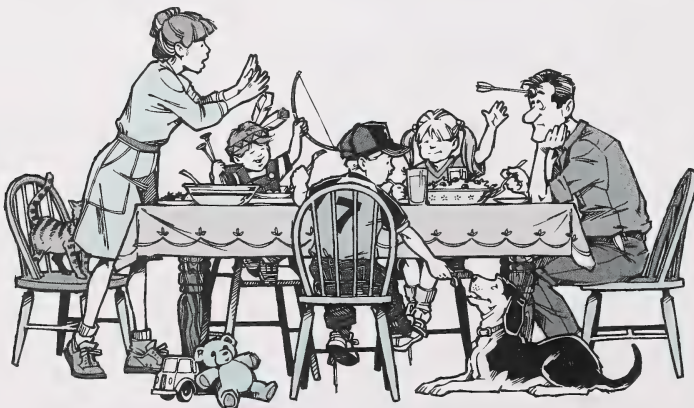


What's different about then and now? What was it like to have been a teenager back then? Old photo albums are great fun to go through. Could you have ever guessed what a handsome young man your Granddad was? No wonder your Grandma keeps saying you look just like him! And what about that car your mother learned to drive with? Just steering that big old boat must have been a real challenge. Things really have changed over the years, and probably most of the changes were for the best, don't you think? It might be fun to take a day and have everything the way it used to be when your folks were 18. Consider asking your parents to help you do an actual recreation of one day so you can experience some history.



Now that you've begun thinking about how your family differs from families of the past, open your textbook to page 72 and read as far as, but not including, the heading The Aging Population on page 74. When you've done this reading, answer the following questions.

6. Using the information from your textbook and your own knowledge and experience, identify **five** ways in which family patterns are different today from traditional patterns in the past.
7. One interesting trend mentioned in your textbook is the recent tendency for members of extended families to be once again living together. This opposes the trend over the past few decades for people to live in smaller family units.
 - a. Do you know of any situations where adult children, for instance, are continuing to live with their parents?
 - b. Suggest a reason why this trend is taking place.
8. The photograph on page 73 of your textbook is of the Nelson family—a classic television (and real-life) nuclear family of the 1950s. Back then, shows like *Ozzie and Harriet* (the Nelson's show), *Leave It to Beaver*, and *Father Knows Best* portrayed what people considered to be ideal family life.
 - a. Think of at least **three** TV shows today that portray family life. How is the family as portrayed in each of these shows different from the television family of the '50s?
 - b. While shows like *Ozzie and Harriet* portrayed perfect nuclear families, the fact is that in the real world, families likely had as many problems back in the '50s as they do today. It's just that people didn't talk about them as much. But how accurately do today's television shows portray family life? To get an idea, pick your own favourite family television show and complete the TV Family Sheet that follows. (Note that you may have to write some answers on your own paper if they're too long for the spaces provided.)



TV Family Sheet

- What is the name of your chosen show? _____
- Is your show a special, a drama, a sitcom, a cartoon, or some other kind of show?

- Watch one episode of the show, and list all the unrealistic happenings you notice.

- In the same episode, list the realistic happenings you notice.

- Mark with a check mark (✓) any of the following family problems portrayed in your chosen show:

____ serious illness
____ abuse (sexual/physical/mental)
____ alcohol or other drug abuse
____ parents fighting
____ siblings fighting
____ financial problems
____ job loss
____ other (specify)

____ death
____ homelessness
____ teen-parent fighting
____ divorce or separation
____ car accident
____ friends fighting
____ latchkey children

- Now mark with a check mark (✓) any of the following happy family occasions portrayed in your TV family show:

____ wedding
____ childbirth
____ salary increase
____ birthday
____ grandchildren
____ other (specify)

____ graduation
____ promotion
____ wedding anniversary
____ family reunion
____ new home

- In two or three sentences, describe how realistic or unrealistic your selected TV show seems to be. Back up your assessment with examples.

Compare your answers with those in the Appendix, Section I: Activity I.

9. Think of a family—real or fictional—from at least 25 years ago or more. You can use your own family, relying on stories and descriptions from your older relatives, or you can use a family you’ve encountered on television, in a movie, or in a novel or another book you’ve read. Then make a chart like the one that follows—only bigger—and fill it in by pointing out as many contrasts (in point form) as you can between your historical family and the sorts of family structures found in Alberta today. Think of things like the families’ structures, the members’ responsibilities, the expectations placed on the various members, family routines, chores—whatever contrasts you’ve noted.

Historical Family	Today's Family

Compare your answer with the one in the Appendix, Section 1: Activity 1.

Did you have any problems with your historical comparison of families? If so, the following brief examination of the life of an early Alberta farm family may help you.



Around the time when Alberta was becoming a province (1905), most families were large because children were needed to help on the farm. Most children were born at home, delivered, often, by the father or another relative.

Horses were the main source of transport, but steam engines and cars were starting to make an appearance in cities. Schooling was adjusted around seeding and harvest, and few people went beyond grade eight. Some children then went to agricultural school or studied to become teachers, nurses, or telephone operators.

A family's social life was usually built around the neighbours, the church, and the school. Telephones, cylinder records for gramophones, and crystal radios were finding their way into some homes. The Wright brothers had recently completed the maiden flight of their first airplane. People generally married young and stayed married for life. They grew and preserved most of their own food. They made their own clothes, curtains, and home decorations.

At that time, the nuclear family, consisting of parents and children, was just about the only accepted variety of family structure, though extended families were important as a support system in the rather isolated rural communities most people lived in. Often, aging parents lived with their children and grandchildren and did many of the lighter chores, thereby freeing up younger adults for the heavier work. Adoption wasn't very common in the early 1900s, but foster families did take children, often to increase the number of people available to do the farm work.



ethnic identity:
a common set of traits, customs, and practices shared by a group of people

cultural heritage:
the beliefs, customs, and practices of an ethnic group passed on from one generation to the next

ethnocentrism:
the attitude that your own ethnic identity and its traits, customs, and practices are better than anyone else's

Most families at that time remained close to their own **ethnic identity**. Perhaps the family was French Canadian, Ukrainian, Irish, or German. The ethnic diversity of Alberta's communities gave the province a rich **cultural heritage**, but it also led to some **ethnocentrism**, making life difficult for newcomers with a different ethnic background. Within any particular ethnic group, language, customs, religion, clothing, and so on, would be shared; this shared culture helped support and sustain pioneers through the many hardships they confronted carving out a life for themselves on the prairie.

10. Before reading on, do you think that in Alberta at the turn of the millennium things like ethnic identity and cultural heritage are still important factors in family life? Explain your answer, referring to your own family or other families you know.

Compare your answer with the one in the Appendix, Section I: Activity I.

Families and Culture

▼
culture: *all the various aspects of the way a specific group of people live*
▲



In the preceding discussion, the concept of cultural heritage came up. The fact is that families and **culture** are closely bound up; families preserve culture and pass it on from generation to generation.

To learn more about this role of the family, open your textbook to page 35 and read through to the end of page 39, skipping, for the time being, the coloured sidebar on page 38. Then answer the following questions.



11. While human cultures are all different, they all share many similarities.
 - a. Why do cultures all share these similarities?
 - b. Why have differences in customs and practices evolved among human beings, thereby creating different cultures?
12. Explain the role of families in **enculturation**.
13. Have you ever experienced **culture shock**? If so, describe the experience.
14. Your text tells you that with assimilation, the boundaries between cultures are breaking down today.
 - a. Why is this so?
 - b. In your opinion, is this a good or a bad development? Give reasons for your answer.
15. Does your family belong to an ethnic subculture within the larger culture you live in? If so, identify it and explain some of your family's customs and practices that set its culture apart.
16. In your experience, is ethnocentrism a problem in Alberta? Give reasons for your answer.

▼
enculturation: *the passing along of a culture from one generation to the next*
▲

culture shock: *the feeling of unease a person of one culture experiences when confronted with the customs, attitudes, and beliefs of another culture*
▲



17. Not only do families help pass on different cultural heritages, but they can also transmit the importance of respecting and learning from other cultural groups. Suggest ways in which families can accomplish this.

Compare your answers with those in the Appendix, Section 1: Activity 1.

Families, Values, and Emotional Needs

As you've seen, one role families play is preserving and transmitting culture. Two other, closely related, functions of families are to transmit values and to provide emotional support for their members. To finish up this introductory activity on the family, you'll look briefly at these two functions. You'll begin with the providing of emotional support.

Providing Emotional Support



No doubt you're very familiar with the word *emotions*—the feelings you have in response to things that happen, things people say, or thoughts you might have. Some emotions are unpleasant, for example, anger, fear, frustration, grief, and depression. By contrast, emotions like joy, love, amusement, and pride in accomplishment are great feelings.

But what happens when the unpleasant—and damaging—emotions become prevalent and you become depressed, frightened, and unhappy? The fact is that your family, friends, and community are all things you can fall back on to help you manage negative emotions and encourage positive ones. And of these various support networks, many people find that their family is just about the most important.

Read the following short scenario:

Your best friend Aimie and her older brother Aaron went up to Banff to ski for a weekend. They decided to ski the back country and were caught in an avalanche. They had avalanche transmitters with them, but Aaron lost his when the snow hit him. The rescue unit found Aimie quickly and transported her by helicopter to a hospital. It took six hours with probes and dogs before they found Aaron. The rescue crew did everything they could but were unable to revive him. Due to conditions in the mountains, his body wasn't brought out until the next day.

How would you feel if you were Aimie? When you read the scenario, you likely thought about how you'd be able to handle such a situation if you were Aimie or another family member. Would you be able to cope with your emotions? Emotions, good or bad, are a normal part of your life; they're how you feel in response to events, remarks, and thoughts. It's important to encourage positive emotions and understand and manage your negative ones to get through the tough times. It seems that human beings do much better at this task when there are family, friends, and community support to help them. Certainly Aimie's family would be very likely to cling to each other and to friends during their time of grief and mourning.



self-concept:
the image or picture you have of the sort of person you are

self-esteem: *the way you feel about yourself*



To dig a bit deeper into the role families play in providing emotional support, turn to page 22 in your textbook and read all of Section 2: Families Meet Emotional Needs—as far as page 28. Then answer the following questions.

18. Has your own family contributed positively to your **self-concept** and **self-esteem**? Use examples to explain your answer.
19. Describe at least **five** things members of your family do that help provide emotional support, forge family bonds, and contribute to the positive self-concepts and self-esteem of other family members.



Compare your answers with those in the Appendix, Section 1: Activity 1.

Transmitting Values



values: *beliefs and feelings about what is truly important in life that a person uses as a guide to action*

value system:
the complete set of a person's values

peers: *people in the same general age, intellectual, or socio-economic group*



Your textbook defines **values** as “beliefs and feelings about what is important.” The textbook also states that values are based on ideas about what is right, good, and desirable. Each person has his or her own values, and an individual's complete set of these can be called a **value system**.

People's values are influenced by many things—their families, their **peers**, their friends and communities, and even things like the television programming they watch. When you were young, no doubt it was your family that was the greatest influence on your own values; children tend to accept the opinions and attitudes of their parents unquestioningly. As you grew older, friends and other outside forces came to exert a stronger influence on your ideas of right and wrong, and you began to think more for yourself.

This is natural and healthy, and this process will continue throughout your life. Nevertheless, the family remains one of society's strongest forces for preserving and passing on ideas on what is right and what is wrong.



Sometimes we're very conscious of the values we hold; for instance, most people in our society believe quite consciously that murder is wrong. People may have other values, however, that they're less aware of; for instance, your actions may reveal that you place a high value on owning things or impressing your friends with your clothes even though you aren't consciously aware of this.

Think for a moment about your value system. Do you have conscious beliefs and feelings about what is right and wrong? Are you a strong contributor to your family's value system? Sometimes you may find yourself caught in a clash of different values; suppose, for instance, that some of your friends are pressuring you to skip classes and go hang out with them at the mall. This would be a test of your—and probably your family's—value system. In cases like these, you must examine your value system and decide, for example, questions like these:

- Is education important to me?
- Is hanging out with friends higher on my value scale than education?
- Is good attendance at school important to me?
- Are parental permission and approval important to me?
- Is the thrill of adventure important to me?
- Am I prepared to cope with any consequences of my actions, such as suspension, being grounded at home, being in an accident, or losing an opportunity to be on a team?

To learn more about values and families, turn to page 28 in your textbook and read all of Section 3: Families Teach Values, which ends on page 34. Then answer the following questions.

20. How do families transmit values to children?
21. How does a *value system* differ from a *moral code*?
22. Can you think of any important values held by your family that differ from those of the larger community around you? If so, give examples.
23. Why is it important to have a value system?



24. Think about your family's value system.

- a. Write down at least **five or six** values that your family holds strongly.
 - b. Do you share all these values? Have you rejected some of them as you've grown up? Are there others that you question? Give examples wherever possible.
25. You overhear a conversation between Tamara and her friend. "Are you going to the show tonight?" asks Morwenna. "No," replies Tamara, "I'd love to go, but I have to wash my uniform, practise my keyboard, and get to bed early; we have our semi-final game at 9:00 A.M. tomorrow. Besides, I promised Grandma I'd go out for dinner at five o'clock tonight; it's an every-other-Thursday-night thing I do with her."

This conversation shows that Tamara is caring about her Grandma, is interested and ambitious in sports and music, takes some pride in her appearance, and is self-disciplined enough to make the team and regulate her hours of rest. She provides a positive role model for her friends and siblings. She shows Morwenna how much she cares and respects herself.

- a. How do you think your own value system would have influenced your decision whether or not to skip school and go to the mall?
 - b. Give examples of situations where you demonstrated positive values such as self-discipline, care of property, a good work ethic, and a willingness to help others.
26. Read the following situations and explain the value(s) the family members are teaching or demonstrating by their actions in each case.
- a. Randy came bursting through the door and said, "Boy, does supper smell good, Mom! I get so hungry after hockey practice!" Randy then went to change clothes and shower before supper.
 - b. Rosa could hardly wait to show her dad the mark she got on her physics exam. Her dad gave her a big hug, then said, "We're so proud of you, Rosa, and we know how hard you worked to achieve your goal."

- c. Jana finished setting the table for supper and leaned on the counter where her mother was preparing a dessert. "I have a math exam tomorrow, and I'm having trouble understanding it, Mom." "Do you want your dad or me to help you later?" asked her mother. Jana nodded. "Yes," she said, "if you have the time."



- d. Cory's family always had the newest, most up-to-date vehicles, clothes, furniture, and gadgets in the neighbourhood. When Cory learned that the Bentleys down the street had bought a new, powerful, state-of-the-art snowmobile for their son, Cory just had to have one too—or an even better one. His parents agreed. "It just wouldn't do," said his father, "to be shown up by people like the Bentleys."
- e. Jasma studied very hard to get an education for the good job he wanted after graduating from college. To make sure he didn't overspend while attending college, Jasma was strict about following the budget he'd made.
- f. Ferris was watching the local news on TV when a story of an injury accident was shown. Ferris recognized the vehicle of his friends who had been drinking at the party the night before. Ferris said to his sister, "I feel so rotten for those guys and their parents. But boy, am I glad I made the decision not to ride home with them!"

Compare your answers with those in the Appendix, Section 1: Activity 1.

In this activity you've had an introduction to the family and some of the roles it plays. You've compared today's families with those of earlier years, and you've looked at ways in which family structures have changed. You've also examined some of the important functions of the family within society—for instance, maintaining and transmitting culture, providing emotional support for family members, and holding and passing on values. Now that you've had this introduction and you've begun to think a little bit about an institution you've probably always taken for granted, it's time to dig a little deeper. You'll begin this process in the next activity, where you'll look at the rights and responsibilities of the various people who make up a family.



ACTIVITY 2

Rights and Responsibilities Within a Family

- “I have a right to be here!”
- “You can’t take away my rights!”
- “We’ve got rights, too, you know!”

How often do you hear people making statements like these? Probably pretty often—and almost certainly far more frequently than you hear people make the same sort of assertion about their responsibilities. Nevertheless, the fact remains that rights and responsibilities go hand in hand; in fact, responsibilities are the flip side of rights. As a family member, you have both certain rights and the responsibilities that go along with those rights. This is what you’ll be looking at in this activity.



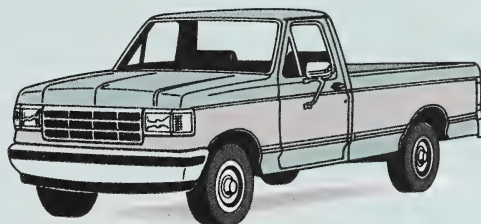
But what does it mean to say that rights and responsibilities go hand in hand? The following example should help make this clear. It’s a conversation about getting a driver’s licence that Jacques is having with his family. In Alberta, the law states that when person is 16 years old, he or she has the right to obtain a driver’s licence after passing a written test and a road test; a learner’s permit can be acquired at 14. But what sort of responsibilities go along with that right? Listen in on the discussion in Jacques’ home.

Jacques: Mom, I want a driver’s licence; I’m old enough according to the law, and all my friends are getting licences.

Mother: Well, exercising your right to get a driver’s licence entails quite a few responsibilities. To start with, you’ll have to get a handbook and study it until you really know the rules of the road. Then you’ll have to pass that written test and start practising. Will you have time for all of that? Remember, while you have your learner’s, someone with a licence must be in the vehicle with you at all times; and I’m not sure that either your father or I have the time for that right now. Perhaps you should take lessons from the AMA or another driving school; can you afford that? Do you want us to help pay for it? Can you fit the lessons into your schedule?

Jody (Jacques' sister): And getting your licence is just the start. When you're a driver, you're responsible to obey the speed limits, the rules of the road and, most of all, watch out for other drivers and pedestrians. If you have your own vehicle, there's the cost of insurance; and that's a big one! There's also paying for gas, maintenance of the vehicle, new tires, a stereo system, and so on. Are you prepared for all that?

Louis (Jacques' brother): Yeah, and don't forget all your friends who are going to want rides; if you give them any, you'll be responsible for their safety—like making sure they're all wearing their seat belts. That stuff can make you pretty unpopular, but you have to do it. Otherwise, you'll be in it up to your eyeballs if anyone gets hurt.



Jody: And the drinking-and-driving issue is always there. We've all seen what can happen when that responsibility isn't taken seriously. Look what happened to Frank when he was hit by a drunk driver. He'll never walk again. I know you aren't into drinking much; but once you're a driver, you have to be extra careful if you go to a party. Driving is being in control of a lethal weapon; you just can't take any chances.

Jacques: Boy, you guys sure know how to knock the wind out of my sails. But I guess you're right. Asserting my right to become a driver means taking on some huge responsibilities. Maybe I'll think about it for a while longer.

1. Now that you've begun thinking about rights and responsibilities in relation to operating a motor vehicle, read the following scenario and answer the questions that come after it.

Kyla had recently received her driver's licence and was proud of her accomplishment. On the long weekend, her three cousins (all girls close to her in age) were all coming from Saskatchewan to Kyla's family cabin at the lake. She was excited because she'd be able to drive them all into town to the public beach and cruise the lakeshore. She'd have to take her younger brother along too, but she could handle that.

On Saturday afternoon, all five of them piled into the vehicle and headed for the public beach. Kyla's dad reminded her to make sure that everyone is wearing a seat belt, to drive defensively, and not to speed. At the first stoplight, an old half-ton truck containing several teenaged boys pulled up beside them, and the driver called, "Hey chick, race you to the corner?" Kyla laughed; but her 13-year-old brother said, "Come on, Kyla, take them on. We've got more speed than they have. We can beat them. C'mon, please!"

The three cousins joined in, urging Kyla to race the "cute guys." At the third light, Kyla hollered "Hang on!" and pushed the gas pedal to the floor. The convertible roared into action, reaching 110 km/h in a very short distance. Everyone in the car was laughing and cheering.

Kyla was watching the half-ton in her rearview mirror, and didn't see the subcompact car coming out from the side street until it was too late. She hit the car broadside at high speed. The driver of the subcompact and everyone in the convertible with Kyla suffered extensive injuries. The passenger in the car Kyla hit wasn't wearing a seat belt and was killed when thrown out of the vehicle. Both cars were considered a write-off. The "cute guys" in the truck had become first-hand witnesses to an entirely avoidable tragedy.



sibling: *brother
or sister*



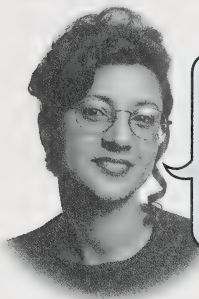
- a. When she drives a car, what responsibilities does Kyla have to
 - (1) her **sibling** and cousins
 - (2) her family as a whole
 - (3) her community
- b. What rights and responsibilities do you believe the boys in the truck had in this situation?
- c. What rights and responsibilities did Kyla's passengers have in this situation?
- d. What rights and responsibilities would you think you would have if you were in the vehicle Kyla broadsided?

Compare your answers with those in the Appendix, Section 1: Activity 2.

Question 1 should have got you thinking a bit about people's responsibilities within their family and as family members within a larger community. While you may never have thought about it, the fact is that being a member of a family, like being a member of any larger group, gives you certain rights and responsibilities within the group. No collection of human beings can operate properly if people don't respect the rights of others and discharge their own responsibilities, and a family is no exception.

In a family with children, from the moment a child is born, parents have tremendous responsibilities; what could possibly be a more daunting responsibility than to have another, totally helpless, human life completely dependent upon you? While many young people decide to have children without seriously considering the responsibilities they're undertaking, they quickly learn. No one is coming to take that child back in a couple of weeks; he or she is there for you to look after.

The newborn itself, of course, has no responsibilities; but as children grow up and can be trusted with more tasks and a greater role to play within the family, they, too, start to acquire some. At first, these are simple little things—like making it to the washroom on time if at all possible. Gradually, however, these responsibilities increase until, like Jacques in the driver's-licence scenario, they can even involve liability for the lives of other people.



And along with jobs and chores, children, as family members, acquire other sorts of responsibilities within families. For instance, you have a responsibility to be honest with your parents; to merit their trust by keeping your word; to live according to the rules of the household; and to be a helpful, co-operative, and contributing member of the family.

But that's not always possible. I mean, sure, I can keep my room clean and take out the garbage—and even babysit my kid sister once in a while; but I can't always be a total ray of sunshine—co-operative, helpful, and smiling. I mean, I have problems too.



That's true, and no one expects you to be happy and upbeat all the time. But even when you're having bad days, it's your responsibility as a family member to take the feelings and needs of other members into account. You have to make an effort.

But what if the rules of the household are dumb? Or what if your friends want you to do one thing, but your parents say something else and they just won't listen? Isn't rebelling against your parents' rules and authority a natural part of growing up?



Yes, it is—but you owe it to your parents to do it responsibly. If you think a rule is “dumb,” try to discuss it rather than going behind your parents' backs. Rebelling a bit may be a natural part of growing up, but an even more important aspect of maturing is behaving in a trustworthy, responsible manner. The more responsibly you act, the more rights you'll be given.

Following are a few examples of situations where rights and responsibilities within a family come into play. Read each one and answer the question(s) following it.



2. Sarah's parents were going out of town for the weekend, and Sarah decided to have a party for a few friends. Her parents gave their permission but limited the number of guests to six, all of whom they knew and trusted. Word quickly spread around the school, however; and on Saturday night, truckload after truckload of kids Sarah hardly even knew began to descend on her home—an acreage with no other homes nearby. There was lots of drinking, and the party got pretty wild. When things started to get broken, Sarah got scared; she wished everyone would go home.

- Had Sarah abused her rights in this situation? Explain your answer.
- Explain what you perceive Sarah's responsibilities to be in this situation as regards
 - her family
 - her friends
 - the community as a whole

▼
substance abuse: addiction to chemicals such as drugs and alcohol
 ▲

3. Leon began experimenting with alcohol and drugs in his early teens. Soon he'd developed a real **substance-abuse** problem; and though he tried to hide it from his parents, they became suspicious that something was wrong. They were worried sick, but Leon wouldn't discuss it with them.

- Explain what you perceive Leon's responsibilities to be in this situation as regards his parents.
- Do Leon's parents have any responsibilities to their son? Explain your answer.
- Has Leon violated his rights as a member of his family? Explain your answer.



4. Irina lived with her mother and younger sister, Anna. Her mother, she knew, was going through some very difficult personal problems, and sometimes she drank heavily in trying to deal with them. When this happened, she'd often take out her anger on her daughters and become physically abusive, though she'd always be dreadfully sorry the next morning. Irina was big enough to defend herself, but she was worried about the safety of her sister. When Anna's bruising got worse and was becoming more frequent, Irina didn't know what to do.

What do you think Irina's responsibilities are in this very difficult situation? Give reasons for your answer.

5. Rob loved sports, and he had a habit of leaving his equipment lying around the house—balls, bats, helmets, inline skates, hockey sticks. Rob's parents weren't sticklers for neatness, and they'd always tolerated their son's carelessness—that is, until Rob's great-grandmother came to live with them. She moved into Rob's bedroom, sending him into a small, dark basement room. She walked unsteadily with a cane, and her eyesight was poor. She was always after Rob to clean up his mess so she wouldn't trip and fall, and Rob's parents began to insist that he keep his things in his tiny room. Rob was furious; in his view, his great-grandmother was a cranky, unpleasant old woman who had no right to come into his household and cause such an upheaval. Everyone had been happy till she'd arrived.



In your view, what are Rob's rights and responsibilities as a family member in this situation? Support your answer with reasons.

Compare your answers with those in the Appendix, Section 1: Activity 2.

In this activity, you've thought about your rights and responsibilities as a member of a family. As a family member, you certainly do have rights, and they're usually expanded as you get older; but along with those rights go responsibilities. You owe responsibilities to the other members of your family, to your family as a whole, and to the larger community you live in. If you find that you've been focusing more on your rights than your responsibilities as a member of your family, perhaps you should start taking your responsibilities a little more seriously. Who knows? You just might find that if you show a greater willingness to think of others and respect their rights more, you just might find your parents more willing to grant you more rights and freedoms.

ACTIVITY 3

Family Traditions

▼
family tradition: a custom that the members of a family follow on a regular basis over time and which may be passed along from generation to generation
▲



Does your family keep any **family traditions**? If you celebrate Christmas, Passover, Ramadan, or another religious event, you most certainly do. If you observe birthdays, order pizza every Friday night, spend a week visiting Grandpa and Grandma back on the farm each July, or go to the Calgary Stampede every summer, you definitely do.

The fact is, of course, that every family maintains certain traditions. Some are formal, such as religious observances; others are very informal, such as watching a videotape with microwaved popcorn each weekend or trekking off into the bush together each December to cut down a Christmas tree.

1. As you can see, family traditions can be very different practices indeed, from important religious observances followed over thousands of years to regularly getting together to watch the Saturday football game.
 - a. Take a few minutes and list as many traditions as you can think of that your family follows. If you can, ask your parents, grandparents, or other members of your extended family for their ideas on this question.
 - b. Now number the traditions in your list in their order of importance. In other words, try to decide how important each one is in maintaining the bonds that hold your family together and make it distinct.

Compare your answers with those in the Appendix, Section 1: Activity 3.

As noted in question 1, maintaining traditions is an important way that families can hold themselves together as distinct units with their own identities and personalities. To get yourself thinking a bit more about traditions and their importance, read the following scenario.

Chris Perez is a 17-year-old exchange student visiting Red Deer, Alberta, from Sao Paulo, Brazil. She's introducing herself to her host family and telling them about her traditions and culture.



The city where I live has a warm southern climate. My native language is Portuguese, my second language is Spanish, and my third is English. My clothing is very much like what Canadians wear; but, of course, I don't have any heavy clothes like yours for winter weather. I like to drink café au lait, which is half whole milk and half very strong, thick coffee. We eat a lot of fruits and vegetables—and cheese. We like meat, too, especially beef; but it's not always available.

We live with my father's parents and care for them. All our wealth is kept right in our family, and all my brothers will be employed in the family business. In my country, it seems that you're either wealthy or very poor; we do not have a big middle class like North Americans experience. As my family is considered rich,

by our standards, it's a family tradition of ours that everyone will obtain post-secondary education and travel to Europe—in particular, to Spain and Portugal to visit members of our extended family living there.

We don't have the clean cities with a low crime rate like you do. We have a very high crime rate, so our homes have a high level of security at all times. You would feel very restricted there after living in this free and open society.

Because the majority of people are of the Catholic faith, Mardi Gras is a special festival of celebration prior to the Lenten season, usually in March. We also celebrate Christmas by going to midnight Mass; then we come home to open our gifts. We usually don't have a Christmas tree but decorate our houses indoors. Our Christmas Eve dinner, which is prepared by our servants, usually consists of cold meats; and our Christmas night feast is usually goose. We call on many friends and family as it's a season of festivity in which we celebrate the birth of the Christ child. Please remember that Christmas comes in the middle of our summer, which often has temperatures of 40° Celsius. (Speaking of temperatures, we don't get snow where I live, and we think that temperatures of 5° to 10°C are very cold.)

While most people in my country are Catholics, often members of the older generations have sayings or beliefs that have been passed down from pre-Christian days; and sometimes the old beliefs become intermingled with Christian ones. This is especially common among the poor peoples of my country.

I see such different traditions and such a different culture here that I'm feeling quite confused right now, but it's precisely those differences that I wish to experience while I'm here. Now, please tell me about some of your traditions. The more I can learn now, the less culture shock I'm going to experience over the next few weeks.

Now listen to Kathy, a daughter in Chris's host family, describe for Chris a few of her family's traditions.

Well, where should I start? English, as you know, is my native language, but I've taken French and Japanese at school. Another thing I'm sure you've heard about Alberta is that we have very long, cold winters; and those winters contribute a lot to our family's way of life. It will be fun to introduce you to winter sports like skating, skiing, snowboarding, tobogganing, and snowshoeing. We take a few days each spring as a family and go skiing in the mountains; you'll really enjoy that.

Our basic diet in Alberta is high in meat, especially beef, compared to most countries; but that may be gradually changing. I know in our house as we eat a lot more chicken and fish than we used to. In the summer, we have lots of vegetables from our garden; but sometimes in winter, we have frozen ones since it's expensive to import fruits and veggies from farther south. One of our family traditions is to really pig out on fruit each summer from the Okanagan Valley in British Columbia. And later on, I look forward to all that delicious Taber corn.



I think our family is what would be considered upper-middle class. Both my parents are professionals, but they work for someone else at the present time. All of us kids are expected to attend college or university to acquire an education of our choice; I guess that's another family tradition I've grown up with—the expectation that I'll go on to post-secondary studies.

I imagine I'd feel restricted in your city as about the only precaution we take is to lock our doors at night; generally we feel pretty safe in most places. Like you, we celebrate Christmas; but our customs are different from yours. Our family goes to church on Christmas Eve after a hot dinner of ham and scalloped potatoes. In our family, we have our Christmas stocking gifts first thing Christmas morning and then open all our other gifts after a special breakfast. Our Christmas-night dinner is hot turkey with all the trimmings. We'll have cold turkey the next day, Boxing Day, and we'll also visit family and friends, depending on the weather. You have to remember that it's the dead of winter, and the road conditions may affect how far we travel. If it's really cold or icy, we'll stay put.

You know, Chris, I think it's going to be fun introducing you to our way of life and all our traditions. I'm also looking forward to learning more about yours.

This conversation could go on at great length, but this should be enough to give you an idea of the role traditions play in families.

2. Imagine that you had an exchange student staying with your family. Select **one or two** of your family traditions that you especially enjoy and value. Describe them in some detail and explain what makes them special for you—and their importance as aspects of your family's life together.



Compare your answer with the one in the Appendix, Section 1: Activity 3.

Back in Activity 1, you looked at the role culture plays in family life and how families can keep individual cultures alive from generation to generation. Tradition and culture are really different aspects of the same thing; basically, a family's culture is largely the collection of its traditions and the values and beliefs that support them.



When you dealt with culture in Activity 1, you read pages 35 to 39 in your textbook, but you skipped over the sidebar on page 38 with the title *Keeping Tradition Alive*. Turn back to page 38 now and read this sidebar. Then answer the following question.

3. If you aren't Jewish yourself, the description you've just read of how traditional Jewish families maintain the tradition of Passover may have seemed foreign to you; but you probably found it interesting. After all, learning about other cultures and the traditions of families with different backgrounds from your own can be fascinating.

Select **four** cultures other than your own, and describe **at least one** important tradition that families within those cultures normally observe. This may involve some research. If so, you'll find your textbook a good place to start; look for those beige sidebars especially. You can also use your library for research, or you can even get your information from television shows. If you're lucky enough to live in a community where you have access to people from different ethnic or religious backgrounds, talking with them would be the very best way to get the information you're after.

Compare your answers with those in the Appendix, Section 1: Activity 3.



In this activity you've thought about traditions and how they help bind families together. Of course, not all families are happy groups united with traditions and memories of good times spent together. It's possible that your own family has experienced difficulties in this respect; perhaps you've moved out and seldom see your parents. If so, you may find all these references to the traditions that tie families together mean little to you.

Nevertheless, it remains true that traditions play an important role in the lives of families. As you mature and perhaps go on to establish a new family of your own, it's important to remember this and to work at establishing traditions and customs that your children, if you have any, will someday look back on as meaningful to them in their family life.

But while traditions are immensely important in maintaining family solidarity, on a day-to-day basis, family life isn't always lived at this level. A family is also a working unit in which hard decisions must be made and carried out. It's these necessary authority patterns of family life that you'll be looking at next.

ACTIVITY 4

Authority Patterns Within Families



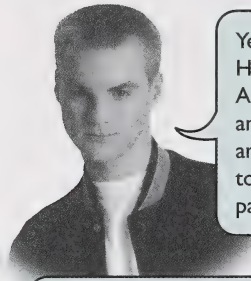
Remember the reference in Activity 1 to a TV show from the 1950s called *Father Knows Best*? It was an immensely popular show in its day, depicting what was considered to be an ideal middle-class, white, American, nuclear family—father, mother, and three children. Each week, one member of the Anderson family experienced some sort of a personal difficulty, but it was always happily resolved—usually as a result of the wisdom and experience of Mr. Anderson.

Father Knows Best was produced in an era where a father was definitely thought to be the natural head of his family simply by right of being the father. Certainly, good husbands and fathers were expected to take the needs, desires, and opinions of their wives and children into account when

they were making decisions that affected them; but, ultimately, they were the ones who made the decisions, and the other family members were expected to abide by them.

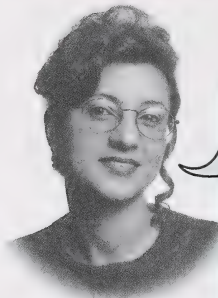
This tradition of a male head of the family goes far back in time. In ancient Rome, the *paterfamilias*—the father of the family—even had the power of life and death over his wife and children. In the days of *Father Knows Best*, things had certainly moderated from that extreme; but the principle remained that ultimately Dad was the boss, and Mom was second in command.

Some families today still maintain this tradition. Certain Christian religious denominations, for instance, hold that such an authority system was established by God and that it's against His will to change it. And some ethnic and non-Christian religious traditions still maintain that the natural order of things has it that the parents in a family have absolute authority over their children and that of the parents, the father's wishes take priority.



Yeah, like my best friend's family. They come from Hong Kong, and they hold onto many aspects of their Asian culture. I know that Dave, my friend, would like to be an artist, but his parents say he has to become a doctor; and, if he wants, he can do art as a hobby. So Dave intends to go to med school; he'd never think of going against his parents' wishes. It's just not part of their culture.

And I know a girl of East Indian descent whose family recently moved to Alberta. They're Hindu, and they believe that parents should arrange their children's marriages. She has no problem with that; she says that this is how things are done in her society and that she trusts her parents to do what's best for her. She even says it takes a lot of pressure off her.



Good examples. Remember, these traditions may seem odd to most Canadians because they're different from those of the majority here. But that doesn't make them wrong. Look, for example, at the high divorce rate we have where people marry whomever they please. Is there, perhaps, something to be said for having older, more-experienced people make important decisions for their children—as long as they have the best interests of those children at heart?

1. Our society is one that values independence and freedom very highly, and many Canadians find cultures in which parents have so much control over their children objectionable. Yet our own permissive society seems to allow young people so much freedom that they frequently make serious mistakes in their lives.

What do you think? Is there something to be said for cultural traditions that give parents a great deal of control over their children's lives? Think hard before you answer this question; don't just rattle off your own prejudices. Make sure you back up your position with reasons.

If you're working with another student, consider taking sides and debating this question.

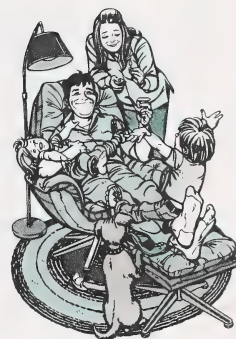
Teamwork



Compare your answer with the one in the Appendix, Section 1: Activity 4.

▼
decision-making process: the steps and procedures needed to arrive at a decision
▲

Of course, it's only rather recently that children—and even wives—have been given the freedom of choice that most people in our society take for granted. As noted earlier, throughout most of our history, fathers have controlled the **decision-making processes** of the family. Generally, a wife's power in the past was limited to how well she could coax and persuade her husband to accept her ideas. And children were simply expected to do what their parents said, no questions asked.



But why was this so? The reason is simple. In any group or organization, some system has to be in place whereby decisions are made and carried out; and the most efficient system is one whereby one person has unquestioned authority and all other members must do as that person says. That's not to say this is always the fairest system, but it's certainly the most efficient. No time or energy is wasted in discussing, arguing, or rebelling. When a decision must be made, it's quickly looked after and carried out.

Such a pattern of **authority** can be called an **autocratic style** of decision making. It contrasts with what can be termed a **democratic style**. To learn a bit more about these decision-making patterns, open your textbook to page 57 and read through to the bottom of the first column on page 59. Then answer the following questions.



▼
authority: the power to make decisions, give orders, and enforce obedience

2. Which authority pattern do you think works best—the autocratic or the democratic? Defend your answer.
3. How would you characterize the authority pattern in your home? Use an example or two to illustrate your answer.
4. How would you describe the personality of your family? Give an example or two.

autocratic style: a style of decision making whereby one person has the right and responsibility to make major decisions

democratic style: a style of decision making whereby more than one person is involved in the process
▲

Compare your answers with those in the Appendix, Section 1: Activity 4.

It's important to note that while families have different personalities, decision-making procedures, and authority patterns, it's not necessarily the case that one is better than another. You've probably had an experience like this: you go to a new friend's house for the first time and find the atmosphere so different from that of your own home that in fact you experience something very much like culture shock. If your family is very relaxed, for instance, and your friend's home is formal, you might feel quite uncomfortable and want to leave fast. Just remember that your friend might be quite happy with this atmosphere and feel just as uncomfortable in your home.



Yeah, I know what that's like. I mean, in our home everything is always neat and tidy, and there's no talking back to my parents. But at my friend Jill's place, there's junk everywhere; and the kids and parents are always teasing each other and goofing around. Jill even calls her parents by their first names. I feel really weird when I'm there; I'm like, let me out of here!

5. Have you ever had an experience like this? If so, describe the contrast.

Compare your answer with the one in the Appendix, Section 1: Activity 4.

Identifying two extremes of authority patterns—autocratic and democratic—oversimplifies things considerably. The truth is that most homes fall somewhere between these extremes. Following are several short readings from your textbook that will give you a bit more information about authority patterns within families. Read them over, and then answer the questions that come after them.



- the material under the subheading Dependence and Independence on pages 59 and 60
- the material under the subheading Limits and Rules on page 155
- the material on pages 613 through 617 (Note that this deals with bringing up very young children, but the principles apply to authority patterns in general.)



6. a. Your textbook makes a distinction between *dependence* and *interdependence*. Describe this difference and explain why one is more desirable than the other.
- b. Does your family promote dependence or interdependence? Supply an illustration.
7. a. Explain in your own words the three styles of parenting identified in your textbook:
 - (1) authoritarian
 - (2) authoritative
 - (3) permissive
- b. While most families use a blend of these styles, one of them usually predominates. Which style do you think works best for teenagers about your age? Give reasons for your answer, and think about what you're saying. Don't fall into the trap of saying that teens should be able to do whatever they like—just because you yourself would like more freedom. Think seriously of the pros and cons of each style.
8. People often talk about parents influencing their children by using “the carrot or the stick.” The reference, of course, is to dealing with an animal—such as a donkey—and refers to using rewards and praise for jobs well done or punishment for jobs badly done. In general, which system of discipline do you think works best within a family, the carrot or the stick? Or is it important to use a combination? Explain your answer.

Compare your answers with those in the Appendix, Section 1: Activity 4.

In Activity 4, you've been thinking about decision making and patterns of authority within families. It's important to remember that as a teenager, you're at a particularly likely point in your life to balk at your family's authority pattern. You're no longer a child, but your parents may not be ready yet to give you all the freedom you want.

If so, remember that communicating with your parents and demonstrating your maturity are the best ways to change this situation. And who knows? Someday you might look back and realize that your parents were right all along. Either way, the day will come soon when you have all the independence you want—and maybe then some.

FOLLOW-UP ACTIVITIES

If you had difficulties understanding the concepts in the activities, it's recommended that you do the Extra Help. If you have a clear understanding of the concepts, it's recommended that you do the Enrichment.



Extra Help

You've been introduced to a number of terms in this section. Using the definitions that come after the word-search puzzle that follows, find the hidden terms in the puzzle. They may be horizontal, vertical, or diagonal, forwards, or backwards. See how well you can do without looking back, but be sure to review carefully any term that gives you trouble.

T	Z	E	T	H	N	O	C	E	N	T	R	I	S	M	J	Y	P	O	A	E	W
R	L	F	X	E	W	V	N	I	S	R	S	C	D	H	H	M	U	E	U	S	K
P	V	G	I	T	E	S	I	B	L	I	N	G	A	C	O	F	L	T	T	W	N
S	O	A	J	B	E	E	U	U	F	R	S	J	T	I	P	C	Q	U	H	B	P
D	F	E	L	W	Y	N	O	B	P	P	I	K	F	C	P	Q	K	X	O	S	R
L	D	V	B	U	Y	S	D	I	S	M	N	A	I	T	R	E	R	G	R	C	E
N	A	V	E	S	E	K	I	E	N	T	U	T	D	C	J	A	F	S	I	L	T
O	S	A	N	F	Y	S	S	C	D	M	A	T	L	O	E	Q	U	E	T	I	S
I	S	N	R	P	T	P	X	S	N	R	A	N	E	L	P	F	O	B	A	Z	O
T	K	Z	F	I	I	V	B	G	C	K	B	I	C	E	E	T	G	D	T	L	F
I	L	P	U	M	T	O	O	O	V	D	J	U	E	E	E	E	I	E	I	T	M
D	W	E	R	S	N	S	M	C	P	Y	N	R	K	B	P	R	Y	V	V	E	B
A	A	E	R	O	E	E	C	N	N	A	I	D	R	A	U	G	W	U	E	K	V
R	O	R	E	B	D	T	S	E	P	E	R	M	I	S	S	I	V	E	Y	M	G
T	R	S	A	P	I	D	Z	T	K	D	E	U	R	V	E	R	O	I	S	B	N
I	E	V	C	K	S	L	P	H	L	G	N	Q	E	X	H	R	D	C	O	I	P
B	N	E	E	E	H	E	R	I	T	A	G	E	E	H	E	V	U	E	E	H	A
B	E	H	E	E	C	D	B	J	K	D	R	S	R	I	E	B	E	T	I	W	E
I	B	U	E	N	C	G	T	R	H	B	N	C	Z	F	M	A	T	E	L	R	T
N	D	S	O	B	I	U	D	B	Y	Y	F	T	L	C	E	W	M	H	X	U	G
B	O	C	T	R	N	A	I	R	A	T	I	R	O	H	T	U	A	Y	Q	P	C
O	P	V	D	N	W	S	K	E	I	R	O	L	E	X	S	S	F	G	A	I	C
R	A	E	N	O	I	T	A	R	U	T	L	U	C	N	E	M	A	P	R	O	D
D	F	J	S	B	P	R	V	T	R	N	S	G	N	E	I	E	H	O	S	N	G
A	U	T	O	C	R	A	T	I	C	M	E	O	K	D	E	D	N	E	L	B	E

Definitions

- a family consisting of a mother, a father, and their children
- a family consisting of a husband and wife and children from a previous marriage of one or both of them, along, perhaps, with children from this current marriage
- a family that includes relatives over and above the parents and children (and who may or may not be living in the same home)
- a family that offers temporary care to children from other families
- legal _____: a person given legal and financial responsibility for a child who isn't his or her biological child
- a family with at least one child who isn't the biological child of the parents but who has been legally adopted
- the attitude that your own ethnic identity and its traits, customs, and practices are better than anyone else's
- ethnic _____: a common set of traits, customs, and practices shared by a group of people
- the passing along of a culture from one generation to the next
- cultural _____: the beliefs, customs, and practices of an ethnic group passed on from one generation to the next
- culture _____: the feeling of unease a person of one culture experiences when confronted with the customs, attitudes, and beliefs of another culture
- self-_____: the image or picture you have of the sort of person you are
- self-_____: the way you feel about yourself
- beliefs and feelings about what is truly important in life that a person uses as a guide to action
- people in the same general age, intellectual, or socio-economic group
- brother or sister
- _____ abuse: addiction to chemicals such as drugs and alcohol
- a family _____: a custom that the members of a family follow on a regular basis over time and which may be passed along from generation to generation
- a style of decision making whereby one person has the right and responsibility of making major decisions
- a style of decision making whereby more than one person is involved in the process
- a style of parenting whereby children are allowed to set their own standards and limits
- a style of parenting whereby parents set standards and limits based on their children's abilities
- a style of parenting whereby children are allowed to set their own standards and limits
- all the various aspects of the way a specific group of people live

Compare your answers with those in the Appendix, Section I: Extra Help.

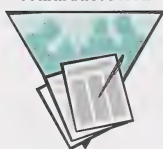


Do **one or more** of the following.

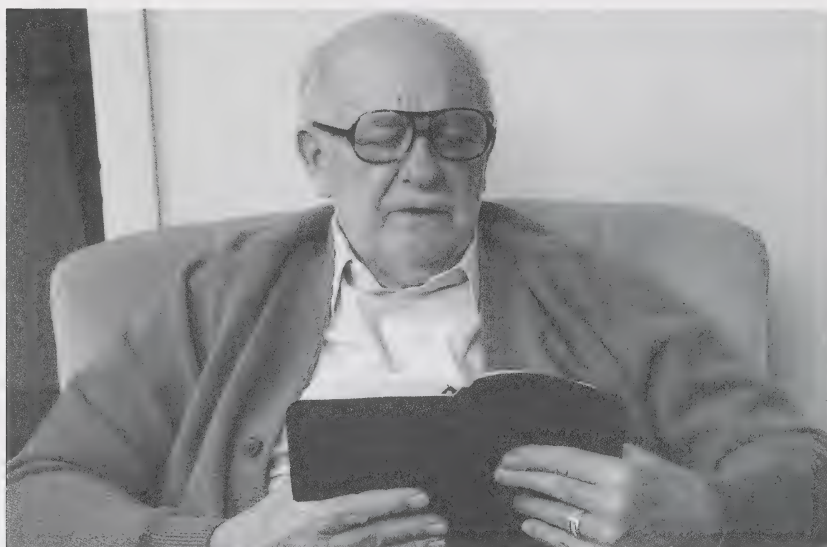
Task Management



Communication



1. Take any opportunity you can to talk with older people about family life when they were young. Relatives and neighbours are obvious examples; but if you're studying in a classroom, you might even arrange a visit to a seniors' residence. Call ahead and speak to the recreational co-ordinator; he or she will help you arrange your visit. When you've gathered your information, present it by means of a short essay, a poster, or a short, one-act play.



2. Canada has recently established quite an international reputation for its television series depicting life in earlier times. Series like *Road to Avonlea*, *Wind at My Back*, and *Pit Pony* are examples. If you've never watched shows of this sort, take a look; they'll teach you a good deal about family life in Canada in years gone by.
3. If you have friends from different ethnic backgrounds, try to learn more about their traditions, values, and practices. Consider putting on a Heritage Days event in your classroom where students will wear traditional clothing and present aspects of their cultural heritage.
4. If you live near a major centre that puts on an annual event like Edmonton's Heritage Days in celebration of Alberta's ethnic diversity, try to make a point of attending. The food, music, clothing, and dancing will make it worth your time.
5. Survey your friends and try to discover what their rights and responsibilities are in their homes. See what generalizations you can come up with about the rights and responsibilities of teenagers in their homes in Canadian culture today.

Innovation



Innovation



6. If you're fortunate enough to travel to other parts of the world, take careful note of the cultural differences you encounter. Develop the habit of keeping an open mind, and try to understand why these cultural differences have developed.
7. If you have access to the Internet, pick any topic from this section that interests you and do a bit of surfing. Simply use your favourite search engine (such as AltaVista Canada, perhaps), plug in some key words, and see where they take you. If you read something interesting, write up your findings in a brief report.



Compare your answers with those in the Appendix, Section 1: Enrichment.

CONCLUSION



In this activity, you've begun to think a bit about the nature of the family. You've compared current Canadian families with those of earlier eras, and you've looked at differences in values, behaviours, and traditions of families in different cultures. You've thought about some of the functions and roles that families fulfil, and you've compared rights and responsibilities of family members. But there's a great deal to learn about the role that the family plays in our culture—and in other cultures. In Section 2, you'll be digging a bit deeper into the nature of the family and the importance it has in our lives.

ASSIGNMENT

There is no assignment for this section.



The Nature of the Family—Digging Deeper



WHAT needs of yours does your family fill? Is a family more or less the same throughout its life span, or does it go through stages of growth much as a person does? What differing roles do individuals play within families? Can role and gender stereotyping affect the way individuals within families relate? How are Canadian families likely to evolve in the future?

You may not have thought much about questions like these, but they're important issues and ones that are directly relevant to your own life. These are the sorts of issues you'll be looking into as you work your way through Section 2. When you've finished the section, you should be able to identify needs filled by family life, describe the life cycle of a family, explain the part played by roles within a family, and predict future changes likely to occur within Canadian families.

ACTIVITY I

Families and the Needs of Their Members

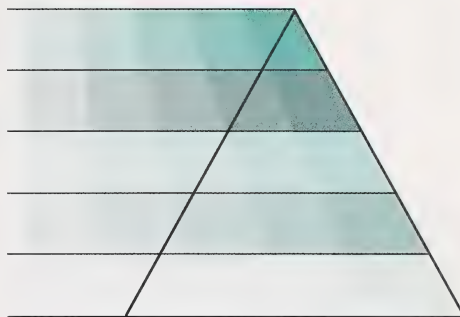


Imagine two students, Gina and Yvonne. Every morning, Gina goes off to school having eaten a filling, nutritious breakfast washed down with a glass of orange juice. Yvonne, by contrast, almost never manages to eat anything until lunch; and from about 9:00 A.M. on, she's constantly hungry. All other things being equal, which student is likely to do better on her schoolwork—at least during her morning classes?

The answer, of course, is Gina. Her basic physical need for food has been satisfied, so she can turn her mind to other matters—such as her studies. She also has the energy she needs to concentrate. Yvonne, meanwhile, spends most of her mornings feeling low and tired—and thinking principally about her empty stomach and how slowly the clock seems to be crawling as it moves toward lunchtime.

Gina and Yvonne, like other human beings, have needs of different sorts. Some of them are for basic physical things—like food and shelter. Others are for less-tangible things—such as love, a feeling of belonging, and a sense of growth and accomplishment. Of course, unless those basic needs are adequately met, you can't really do anything about the other ones. Until Yvonne has something in her stomach, she can't really take any satisfaction in working on her science project.

Do you know what a hierarchy is? It's simply a ranking of things in a group from lowest to highest. The psychologist Abraham Maslow became famous for organizing human needs in a hierarchy. On the bottom were the most basic physical needs; and as you go up the hierarchy, you encounter higher-order needs such as self-esteem. As Maslow stressed, however, you have to meet the needs at the lower levels before you can deal with those at the next level. That's why Yvonne has to have lunch before she can concentrate properly on her schoolwork.



To learn more about Maslow's Hierarchy of Needs, turn to page 44 in your textbook and read as far as, but not including, the subheading Meeting All Needs on page 45. Note, too, as you read, the difference between needs and wants. When you've finished the reading, do the following questions.

1. a. Explain the difference between needs and wants, according to your textbook.
- b. Some people think this distinction oversimplifies things. Do you see how this might be true? If so, explain your ideas.
- c. List the human needs according to Maslow's hierarchy from most basic to least.
- d. Even if the distinction might oversimplify things, most people would agree that it can still be useful for families to bear in mind when trying to meet their members' needs. Explain how this is true.

Compare your answers with those in the Appendix, Section 2: Activity 1.

All right. You know that people have needs and wants that can be arranged in their order of the immediacy with which they must be fulfilled and that families are an important means by which people can fulfil those needs and wants. But just how can families go about the process?



2. Your text discusses the family's role in providing for human needs under several headings that generally, but not always precisely, follow Maslow's hierarchy. Before beginning the reading that follows, make a chart with the headings given here; then, as you read, fill in **at least two** ways families can help meet needs of the sort indicated by each heading.



To complete your chart, read the following pages in your textbook:

- 41 to 45 (You can skip the material you've already read.)
- 23 to 28 (This will be familiar from Section 1.)

Physical Needs	
Safety/Protection	
Love and Belonging	
Self-Esteem	
Intellectual Needs/Self-Actualization	

Compare your chart with the one in the Appendix, Section 2: Activity 1.

In this activity, you've thought about how families can help their members meet many of the needs they have as human beings. Some of this material you'd touched on earlier, in Section 1, but this time you looked at it from a broader perspective.

Naturally, not all families do as good a job as others at meeting their members' needs; indeed, many, for one reason or another, find that they can't provide even the basics, such as full stomachs and a sense of security. But families do have the potential to establish a secure, loving framework within which individuals can strive to develop themselves and attempt to reach their highest human potential. It's an ideal not all families attain but one they can all strive for.

ACTIVITY 2

The Family Life Cycle



Can you recall the different patterns of families that you looked at in Section 1: Activity 1? Here's another thing to bear in mind when thinking about the different sorts of families in our society: every family goes through a series of changes over the years; and at any given time, it can look and function very differently from how it looked and functioned at other times.

Here's a simple example. Sophia and Lex get married in their early twenties and live a few years as a couple. Eventually, they decide to have children, and along come little Stephanie, Natasha, and Craig.

For a while, their home looks and sounds like a day-care centre, with plastic toys and children's books everywhere; gradually, this gives way to homework, sports equipment, and CDs. Over the years, the children grow up; and, one-by-one, they leave home. Eventually, Sophia and Lex find themselves alone again. After many years, Lex, now an old man, dies, and Sophia finds herself a widow. Fortunately, her children and grandchildren still play an important role in her life and bring her great joy in her last few years.

As you can see, though Sophia and Lex created one family when they married, at any given period throughout that family's history, it looked and behaved very differently indeed.

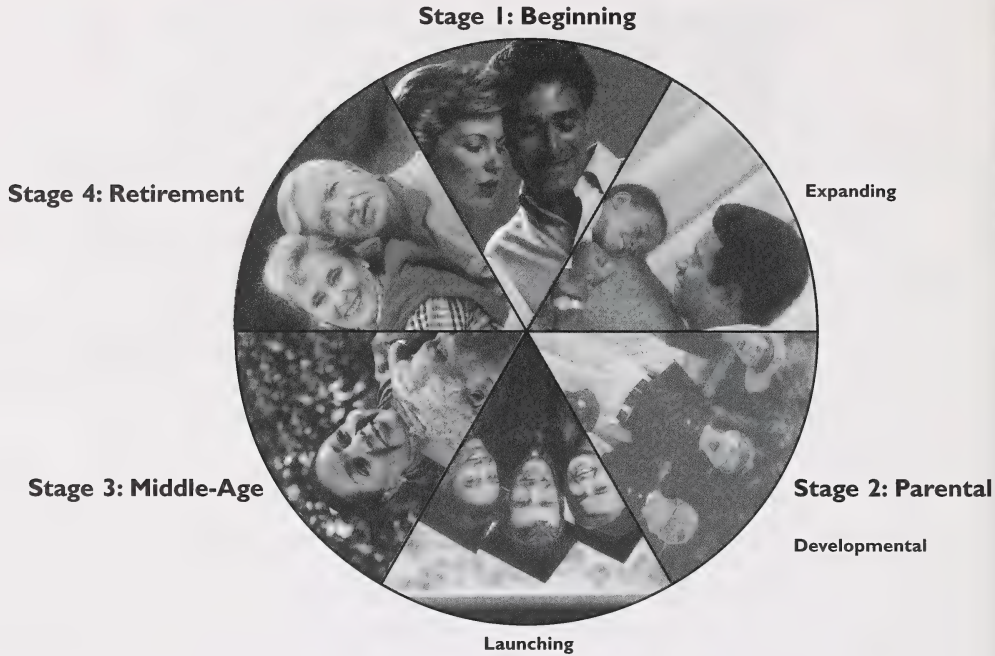
▼
family life cycle: the most common pattern a family follows as it moves through its various stages
▲

What you've just seen illustrated can be called a **family life cycle**. Though this is a pattern typical of the one many families follow, it's important to note that not every family moves neatly through the various stages. For example, a woman may become a widow during the child-raising period, or a couple may never have children at all. Another couple, who had children very young, might decide, when their kids have left home, to have another round of children. And, as you've seen, today many families simply don't continue on as simple units. It's not unusual, for example, to see a man with grown children from a previous marriage marry a younger woman and begin a new family with her.

In this activity, a two-parent family with children, uninterrupted by separation, divorce, or (until the very end of the cycle) death, will be used to illustrate the stages of a family life cycle. It's very important to remember that this is just one pattern of many possible ones. Your own family may be following a very different pattern, but it will still go through the stages of a cycle.

The diagram that follows illustrates the basic family life cycle. Examine it; then answer the question that follows it.

FAMILY LIFE CYCLE



1. Where in the family life cycle diagram would you place your own family? Explain your decision.

Compare your answer with the one in the Appendix, Section 2: Activity 2.

The Beginning Stage

Each stage of the family life cycle presents its own challenges and offers its own rewards. The beginning stage sets the relationship pattern that the recently married couple will follow. It's usually important at this stage for a couple to take time without children to get to know each other so that they can learn to perform as a team without losing their individuality. Learning the art of good communication helps provide a solid foundation for later family life. This can be an exciting stage with a promise of a great future.



Get to know each other! I don't get it. I mean, you don't normally marry someone you don't already know—at least not in mainstream Canadian culture.

True, but a marital relationship is a very different thing from the romantic dating relationship the couple likely had beforehand. When you're living with another person, and intend to go on living with him or her, there's an awful lot of adjusting to do. Many couples who think they know each other before marriage get quite a shock when the honeymoon is over.



The Parental Stage

The parental stage arrives when families decide to have children and, it's to be hoped, raise them to be contributing, independent adults. The parental stage is lengthy, lasting until the children are financially independent.

The parental stage can itself be divided into three distinct phases:

- the expanding years
- the developmental years
- launching

First are the expanding years when husband and wife choose to add children to their family. The children require a great deal of their parents' attention and time; the result is that the couple is likely to make home and family the central focus of their lives. Children add a financial expense to a family—for things like basic needs, medical care, education, entertainment, and child care. During the expanding years, parents need to make a concerted effort to find moments for themselves to share time alone together.

The second phase of the parental stage is called the developmental years. This is the phase when a family's pace is an especially busy one. Children are in school, and family members are involved in many activities outside the home. As the children become teens, they spend more time with friends, exploring new interests and developing skills for their own independence. This is usually a time when sharing, communication, and management become important in the prevention of stressful pressure within the family.



The third phase of the parental stage is the launching. This is the time when children go out on their own. In some families, this phase may last longer than usual if adult children remain in the home while doing post-secondary studies, paying off a loan, or saving to purchase their own home. Many young people, however, are anxious to be out on their own and independent; and they stay at home only out of financial necessity.



To learn more about the first two stages of the family life cycle, open your textbook to page 62 and read through to the end of the subsection titled Launching on page 65. Then answer the following questions.

2. List **five** important decisions that couples must make in the beginning stage of a family life cycle.
3. Your sister, going through the expanding-years phase of the parental stage, has four children under the age of six; and she works three days a week. Suggest **two or three** things you could do to support her.
4. According to your textbook, over half of young adults (between the ages of 20 and 25) live with their parents today. This wasn't the case until recently. Suggest a reason why it's becoming increasingly common for people to stay at home longer than they used to.

Compare your answers with those in the Appendix, Section 2: Activity 2.

The Middle-Age Stage

The third stage of the family life cycle is middle age, when the children have become independent and are launched into the world, leaving their parents as a couple again. This may sometimes be a difficult stage for parents—a time of questioning and looking for meaning in different places. Parents who find themselves without their children after making them the centre of their lives for so many years may feel that they've lost their purpose in life. If they've neglected their own relationship with each other over the years, it may require some attention and work. On top of this, the careers of people in middle age may be less challenging than they once were because they've already peaked and achieved many of their goals.

But by making an effort, people can work through these feelings and times to find new goals in life. This may involve a return to each other, doing volunteer work in the community, discovering new interests and hobbies, making new friends and re-establishing contact with old ones, picking up on sports that have long been neglected, or doing more travelling. If and when grandchildren arrive, a couple can take a special pleasure in helping look after them without the sometimes overwhelming responsibilities that parents have. They may even supply child care on a regular basis if they live nearby and both parents are working out of the home.

The Retirement Stage



The fourth stage is the retirement stage, completing the family life cycle. Some people look at retirement with eagerness and anticipation while others fear it. In large part, this will depend on how well they've planned financially and how hard they've worked at developing other interests and activities.

These days, retirement doesn't have to mean just taking it easy. Many retirees return to work part-time, do volunteer work, pursue hobbies and interests, travel, and keep active in other ways. Nevertheless, this is a time of aging; and, eventually, it must become a period of slowing down as things like hearing, sight, and mobility may deteriorate. Elderly people may eventually need to leave their own homes, and those who live

longest will lose their partners and friends in death. As people slow down, they may discover simple pleasures; reflect on past times and memories; and share their life's wisdom with their families. People are usually able to accept this adjustment to aging best if they have the comfort and support of their children and grandchildren.

Now it's time to turn to your textbook once again. Open it to page 65 and read from where you left off to the end of page 67. Then do the following questions.

5. People sometimes speak of the *empty-nest syndrome*. Explain what you take this to refer to.
6. Make a chart like the one that follows and in it present **two** advantages and **two** challenges often associated with the middle-aged stage.

THE MIDDLE-AGED STAGE	
Advantages	Challenges

7. Your grandmother is 79 years old. She's a widow and lives in the senior's apartment complex in your town. Suggest five things that your family can do to support her in her retirement years.

8. From your own experience, describe **two** situations that you know of where a family deviates from the traditional family life cycle described in your textbook.

9. In question 1 of this activity, you were asked where you thought your family currently fits on the family life cycle. Now that you know more about the cycle, think about your own family again and answer these questions:

- a. Is your family following the traditional pattern? If not, explain how your family's pattern differs.
- b. What pressures do you believe that your family is currently experiencing as a result of its position in the life cycle?



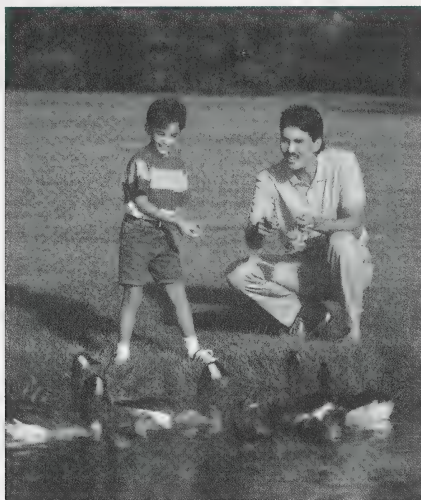
Compare your answers with those in the Appendix, Section 2: Activity 2.

In this activity, you've looked at the family life cycle. Because it's traditionally a couple who gets married and raises a family, this activity has focused on this couple as they progress through the stages of the cycle. As a teenager, you're no doubt more concerned about your own hopes, concerns, and challenges at the present stage of your own family's life cycle. That's natural, but perhaps this activity will have helped you see things from your parents' perspective a little better. If so, maybe now you'll be better able to understand some of the hopes, concerns, and challenges affecting them at this stage in their lives.



ACTIVITY 3

Families and Roles



Roles—Inside and Outside Families

Imagine that you're out with a group of friends. Perhaps you're at a hockey game or hanging out at the mall. Now, imagine yourself at home with your family; perhaps your grandparents are visiting and you're all having supper together. Finally, think of yourself at school, trying to come to terms with a new concept in math class.

Would your behaviour be the same in each of the preceding situations? Chances are, it wouldn't be. You most likely talk and act very differently when out with your friends from how you do at home or in math class. That's because in each situation, you're playing a different **role**. At one time, you're a friend; at another time, you're a son or daughter; and, in the last situation, you're a student. You don't make a conscious decision (not usually, anyway) to behave differently in different roles; it just happens.

When you hear the word *role*, you probably think first of all about movies and plays in which actors play various roles. But the fact is that everyone plays a number of different roles almost every day. That's not to say that you're just acting; your roles reflect genuine aspects of your personality. It simply means that society expects different sorts of behaviour from you in different situations and when you're interacting with different people.

▼
role: an expected behaviour pattern associated with an individual's position in relation to others
▲

1. You have roles both within and outside of your family. Stop and think about your family. One role you play is most likely a son or daughter. How many others can you think of? In your answer, consider your extended family as well.

Compare your answer with the one in the Appendix, Section 2: Activity 3.



To learn more about roles, both inside and outside the family, turn to page 105 of your textbook and read through to the end of page 109. As you read, watch out for the following terms in particular, all of which appear in the textbook glossary and the glossary in the Appendix of this Student Module Booklet.

- | | | |
|---------------|--------------------|-----------------|
| • given role | • role expectation | • role model |
| • chosen role | • stereotype | • role conflict |

2. Match the description in the right-hand column with the term that it most closely illustrates from the left-hand column.
 - a. stereotype
 - b. role model
 - c. role expectation
 - d. role conflict
 - e. given role
 - f. chosen role
 - i. Monique and her brother go skiing every weekend they can.
 - ii. Lontae is a big sister to two young brothers.
 - iii. George expects his son to help with the farm work.
 - iv. Katerina wants to sing like Céline Dion.
 - v. Gigi and Simon argue over who should do the ironing.
 - vi. Justin believes that all grandmothers should love to bake cookies.



Compare your answers with those in the Appendix, Section 2: Activity 3.

Many theorists believe that it's important for people—especially young people—to have positive role models. The thinking is that in trying to be like their models, people will work at improving themselves.

For example, imagine a neighbourhood where children frequently encounter criminals, drug dealers, and prostitutes. Most of the kids growing up in such a place will assume that this is what it means to be an adult and it's all they can hope for in life. Then a young man or woman from the area, through hard work and tremendous dedication, becomes a successful doctor and comes back to practise in his or her old neighbourhood. All the children who go to this doctor will now have a positive role model—someone just like them who has managed to make something out of his or her life despite the odds. With this example of success, it's likely that at least a few more kids from the neighbourhood will realize that they, too, can accomplish something worthwhile.

3. a. Do you have one or more role models, someone you hope to be like when you're older? It could be a big brother or sister, a hockey star, a teacher, a rock musician—anybody that you admire and after whom you perhaps pattern some of your behaviour.
- b. If you answered yes to question a., explain what it is that you admire about this person (or people).

Compare your answers with those in the Appendix, Section 2: Activity 3.

If you live in a fairly typical family situation, chances are that the two roles—both given roles—you're called upon to play most of the time are

- son or daughter
- brother or sister (sibling)

Of course, you may be an only child, and you may not be living with your parents; but these are the two family roles the majority of teenagers are called upon to play at home. It isn't always easy to fill these roles, especially, it seems, in the teenage years. Arguments with inflexible parents and fights with irritating kid brothers or bossy big sisters are all too common. But are your parents always inflexible? Are your siblings always irritating or bossy? If you're having frequent problems of this sort, chances are that some of the fault may lie with you. If so, it might help to examine how you fill those roles of child and sibling you're called upon to play.





Complete the following readings in your textbook. Then answer the questions that come after them.

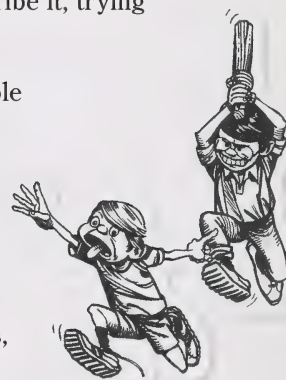
- from the heading Talking to Parents on page 155 as far as, but not including, the heading Relating to Siblings on page 156
- from the heading Sibling Rivalry on page 158 to the end of page 159

4. The first textbook reading discusses your relationship with your parents.
 - a. How many of those suggestions given on page 155 for improving conversation do you use?
 - b. Can you add any ideas of your own to this list? If so, what are they?
 - c. How well do you know what your parent or parents do during the day? If they engage in income-producing work, you can probably identify their jobs and tell where they work, but do you really know what goes on in their days? what problems they have? how they feel about what they do? whether or not they have friends on the job?

sibling rivalry:
*the competition
that can exist
within a family
between siblings*

The second reading talks about **sibling rivalry**. This competition can take many forms, from a healthy rivalry at school and in sports to a very unhealthy constant bickering, fighting, and squabbling.

5. Is there sibling rivalry within your family? If so, describe it, trying to be fair and honest in your description.
6. Do you make an honest effort to be fair and reasonable in the way you relate to your siblings? Defend your answer with an illustration or two.
7. Sibling rivalry can expand beyond the home. Here's an example: Ashley always does extremely well at school, but her sister Corinne, two years her junior, struggles with academic matters. Corinne feels she has to equal Ashley's achievements, and her self-esteem is constantly battered by the fact that she just can't compete.



If you were Ashley, or a parent of the two girls, suggest a few things you might do to help solve this problem.

Compare your answers with those in the Appendix, Section 2: Activity 3.

Role Expectations and Stereotypes

A role expectation, as you've seen, is the behaviour someone expects from a person who's playing a certain role. For example, your teacher probably expects you to be co-operative in class, do your assignments, be polite and respectful, and show consideration for other students.

8. What are some of the role expectations you'd look for in each of the following situations?
- parents' expectations of their teenaged children around the home
 - an employer's expectations of the teenager who works for a couple of hours every day after school

Compare your answers with those in the Appendix, Section 2: Activity 3.



Role expectations are important; they set standards and guidelines that help people function effectively with others—at home, at school, in the workplace, and so on. Of course, families, teachers, and employers can have very different role expectations; and it's up to every individual to find out what sort of behaviour others expect of him or her.

And that's true with friends too; they have different role expectations. The people I hang around with at school are different from the guys in the band I play in on weekends. They even speak differently. I guess I just naturally change the way I talk and act depending on who I'm with.



9. Do you change the way you talk and behave when you're with different groups of friends? If so, give an example.

Compare your answer with the one in the Appendix, Section 2: Activity 3.

You've seen from your textbook reading that when people have very different role expectations, the result can be serious conflict. Imagine this scenario: Yogi and Isabelle get married. Yogi believes a wife's role is to be housewife and mother while it's a husband's role to work outside the home. Isabelle, by contrast, thinks that parenting and doing housework are part of a husband's role as well as a wife's and that she's entitled to a career of her own. Problems!

▼
stereotype: an
overly
generalized,
standardized idea
about how people
in specific
categories should
behave

Of course, it seems unlikely that two people would be considering marriage if they had seriously conflicting role expectations. The problem is, though, that society tends to create **stereotypes**—overly generalized, standardized ideas about how people in specific categories should behave. The concept of stereotyping is likely one you're very familiar with from other courses, but it's important to be aware of the danger of stereotyping; it's a very easy trap to fall into. The following scenario should help illustrate this fact.

A teacher in a social studies class has asked your group to come up with a list of stereotyping examples for next day. You have time in class to brainstorm with each other to get some ideas down on paper. You're the recorder for your group.

Amber says that she believes that "The Olympics will help people realize that girls' hockey is a real sport as good as male hockey. Most people assume that only men can play hockey." Bernard suggests that "It's hard for guys to go into hair styling or fashion because everyone says that guys who do either aren't real men. It's assumed that these are women's jobs."

George adds to the list with his comments: "What about the way people talk about skateboarders? Lots of people seem to think anyone with a skateboard is a loser. That's not true or fair." Serena points out that men are often paid more than women because of men being stereotyped as the ones who "bring home the bacon."

10. The bell rings to end class, so you figure that you'll add to the list when you get home and bring it to the next class. What situations can you add to the list? Suggest at least **four**.
11. In each of the following scenarios, explain the stereotyping that seems to be going on.
 - a. Shannon's counsellor suggests she should take Foods instead of Mechanics as her option.
 - b. Lee is over two metres tall in grade 10 and is always asked if he wants to play for the Chicago Bulls.

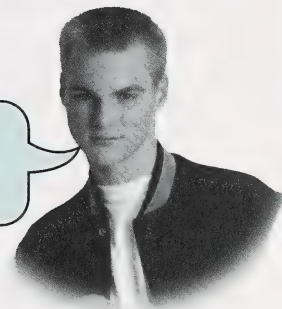


- c. Ray is annoyed that people are always surprised to learn that even though he's Afro-Canadian he can't dance and likes country music more than the blues.
 - d. Samuel Running Bear always enjoys people's surprise when they find out that he's a lawyer.
 - e. The cooking instructor is amazed when Elsie Batiuk, with the pride she takes in her Ukrainian heritage, says she doesn't like cabbage rolls or perogies.
 - f. Tong is such a caring and generous person his fellow workers can't believe he's an only child.
 - g. Inge's 80-year-old grandpa surprised Inge's friends with his knowledge of computers and today's popular music genres.
12. Job application forms in use today can't ask you your age or date of birth, your marital status, your weight, your race, or your religion. Why is this so?

Compare your answers with those in the Appendix, Section 2: Activity 3.

As a society, we're far more aware of the dangers of stereotyping today than we were a few decades back; but some stereotyping—especially along gender lines—still exists and affects people's role expectations. If you know anyone who automatically assumes that around the home it's up to Father to fix the plumbing and Mother to do the ironing, there's some gender stereotyping going on.

But isn't that a useful thing? I mean, that's just a division of labour. My dad is good with plumbing; but if you'd ever seen him with an iron, you wouldn't want him near your clothes.



Of course, in every family there's going to be a division of labour; and usually that means people will do what they do best. The problem arises when stereotyping limits people's choices. What if your mother knew more about plumbing than your dad, but he wouldn't let her touch the pipes because he thought that was a man's job? And what if your father was really interested in cooking, for instance, but, thinking that that was woman's work, he never developed any skills in that area? Wouldn't that be a waste?

Some families still hold to traditional ideas of the sorts of roles that are appropriate for people of both genders. This is particularly true in families with very traditional religious views and families from certain ethnic backgrounds. And this can work just fine for those families—as long as everyone's happy with the arrangement.

Most families in Canada today, however, do far less gender stereotyping than they once did. In part, this is due to the Women's Movement of the last few decades; and, in part, it's due to simple economics. Today most families can't afford the luxury of Mom staying home to look after the household. In single-parent families, of course, this is generally an impossibility; and even most two-parent families find that both the mother and father have to work outside the home. And when that happens, everyone has to pitch in and help out with the household chores—laundry, vacuuming, cooking and cleaning up, grocery shopping, and so on.



To dig a little deeper into issues like this one, open your textbook to page 196 and read as far as, but not including, the heading *The Relationship Between Job and Family Life* on page 200.

13. Identify the **two** different kinds of work that exist for families.
14. Even though in most two-parent families today both parents do income-producing work outside the home and share the household work, it seems that women are still expected to do more of the household chores than their husbands are. Our society still sees women as the principal caregivers. That means it's usually Mom who comes home from work and is expected to cook supper, spend time with the kids, do the ironing, and clean the bathroom.

If you live in a two-parent, two-income family, think of your own home. Is your mother still expected to do more of the household work than your father, or is your family one of the increasing number who have actually managed a 50/50 split? Think about the textbook reading you've just completed, and refer to the list of family-management tasks on page 197. Be honest, and support your answer with examples.

Compare your answers with those in the Appendix, Section 2: Activity 3.

The way that people have altered their attitudes about gender roles within families and in society at large is one of the major social changes to take place in Canada in the past few decades. But what other changes are taking place, and what are the implications of those changes? And, taking the issue one step farther, what are some of the likely changes we'll see affecting Canadian families as the new millennium gets underway? In the final activity of Section 2, you'll look briefly at questions like these.

ACTIVITY 4

Today and Tomorrow



The Changing Nature of the Family

This course began by comparing families of the past with those of today. You've seen, for instance, how the nuclear family in the 1950s was the only model that was broadly accepted by society, whereas families today come in a wide variety of shapes and sizes. You also looked briefly at trends that seem to be taking place currently in family life—trends like the tendency for members of the extended family to be once again living under the same roof.

This final activity in Section 2 will finish up the section by looking once again at a few of the changes that are occurring within families; but this time, the focus will be on the future rather than the past. By understanding current pressures on families and the ways families are adapting to meet those pressures, you should be able to predict some likely changes that we can expect to see in the not-too-distant future.

For example, one important change that's affecting our society these days is the aging population. The average age of people in Canada is increasing. This is due to two separate factors. One is the impact of medical advances; the other is the aging of what are often called the *baby boomers*—those people born during the “baby boom” in the years following World War II. This huge group of people is now middle aged; before long, they'll be elderly, and Canada will have a far higher percentage of older people than it's ever had before.



1. Before going on, take a few minutes and suggest some of the pressures that having so many elderly people will put on Canadian society. If you can, brainstorm ideas with a classmate, or discuss the question with your parents.

Compare your answers with those in the Appendix, Section 2: Activity 4.

While the aging of the population will have all sorts of impacts on society at large, it will have serious consequences for individual families as well. Older family members may well require physical care as well as financial support. Whereas now it's commonplace for grandparents to eventually move into seniors' residences, it may become increasingly necessary, for financial reasons, for them to move in with their children. This is the way it was in the past, and it looks as if it's the way it will be in future. But the change will have serious effects on the way many families live and operate.



2. Take a few minutes, with a classmate if possible, and predict other changes in society that are likely to affect family life over the next few years. Think of things you know are going on now—like more and more families having to have two incomes—and try to project them into the future. See if you can come up with at least **three or four** predictions.

Compare your answer with the one in the Appendix, Section 2: Activity 4.



Now that you've started thinking about present and future trends, open your textbook to page 74 and read from the heading The Aging Population to the bottom of the left-hand column on page 78. Then answer the following questions.

3. Changes in the workplace are affecting jobs. Whereas many people were employed in manufacturing years ago, today's workplace shows an increasing number of employment opportunities in **service industries**. Service industries are businesses that provide a service rather than produce or sell a physical product. A housecleaner, a party caterer, a tour guide, and a baby-sitter are examples of people providing services.

▼
service industries:
businesses that provide services for people

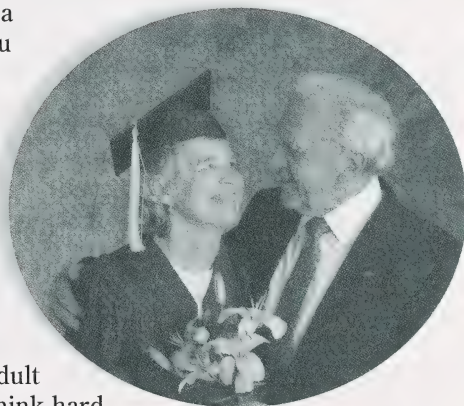
- ▲
- Identify **five** other service industries providing employment in your area.
 - More and more people are working in service industries today, and some people believe that this is one reason why so many families are struggling financially. Explain this connection.
 - Suggest at least **three** other reasons why many families are having financial problems these days.
 - What effects does declining family income have on families headed by single parents (most of whom are women)?

4. As more and more dual-income families enter the workplace, what sorts of jobs can you envision as being increasingly necessary in the future? Try to predict at least **five or six** possibilities. Discuss this question with your friends and parents. Use your imagination as you project into the future.

5. These days, there's a great deal of talk about the importance of lifelong learning. Gone are the days when a person could learn a skill, get a job, and expect to stay with it until retirement. The experts are telling us that most young people today can expect to work at several very different jobs throughout their lives. Chances are strong that the skills you learn today will be obsolete long before you're ready to retire. You'll have to be willing to keep learning new skills throughout your life.

- Today, when you walk into college, a technical school, or a university, you see people of all ages attending. But this wasn't always so. Ask your parents and grandparents—and great-grandparents, if you can—what the educational expectations were when they graduated from high school. Was it considered necessary to graduate in their day?

- How would your family cope if an adult member had to return to school? Think hard as you answer this. Consider family finances, the possibility of moving, and the effect on roles and functions within the family.



Compare your answers with those in the Appendix, Section 2: Activity 4.

Change and the Workplace



dual-income

family: a family where both parents have income-producing jobs



Innovation



One area of change that gets a great deal of attention these days is the workplace. With so many **dual-income families**, it's becoming increasingly hard for many parents to balance family life with their responsibilities on the job. Whereas in a traditional situation one parent—normally the mother—looked after the household and the children, now two parents, often both with full-time jobs, are having to balance those responsibilities. The results can be a great deal of stress and tension within the home.

6. Imagine that you're a stressed-out parent in a dual-income family; you are overworked, exhausted, and without enough hours in the day to get all your work done and give your children the attention they should have. Now imagine that your employers have told you that they're aware of your problems and they want to help; after all, they'll benefit too if you're a better-rested, happier, more-energetic employee.



Teamwork



Describe some of the suggestions you might be able to give your employers for changes to your job that would make it easier for you to balance your home and work-site responsibilities. If you can, brainstorm for ideas with a classmate.

Compare your answer with the one in the Appendix, Section 2: Activity 4.



Your textbook describes a number of things that progressive employers are doing today to help their employees balance their private and professional lives. Open the textbook to page 203 and read as far as, but not including, the heading What Families Can Do on page 205. As you read, compare the strategies listed in the reading with the list you came up with for question 4. Then answer the following questions.



flextime:

a system of flexible working hours that allows employees more control over the hours they work



7. It's clear how flexible work hours can benefit employees, but it's also true that they can help employers. Suggest **three** benefits to employers in setting up a **flextime** arrangement.
8. Talk with your parents or any family friends in the work force. Do they enjoy any of the strategies at their jobs outlined by your textbook? If so, ask their opinion as to the benefits (and the drawbacks) of the strategies they're familiar with.

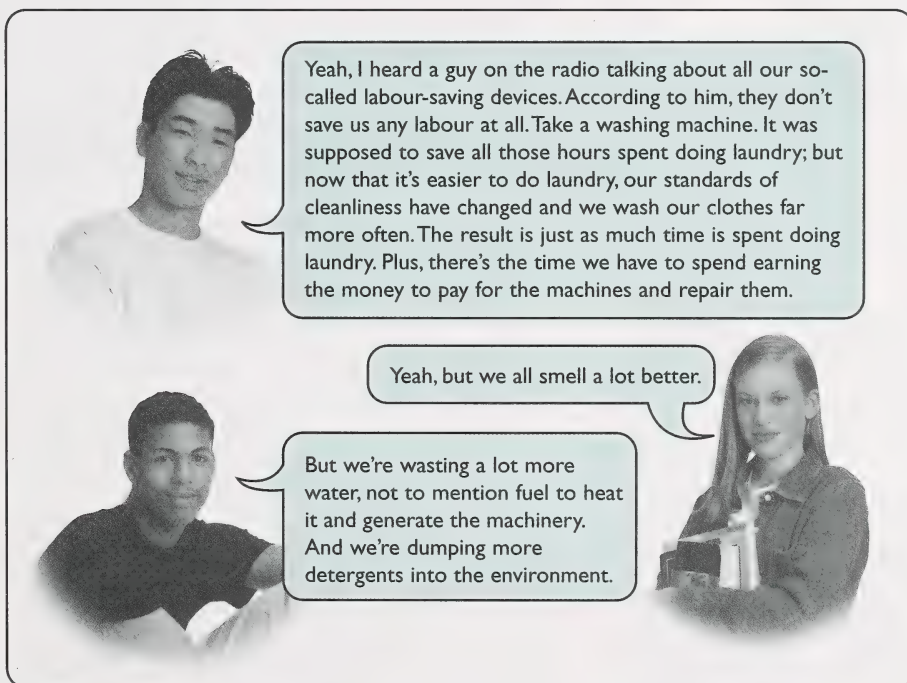
Compare your answers with those in the Appendix, Section 2: Activity 4.

Technology and Change

Can your grandparents comfortably use a computer? Can they program their VCR? Have they mastered the remote control for the TV and VCR? Of course, suggesting that perhaps they can't is to help perpetuate stereotypes—something you've been warned against doing in this very section. Nevertheless, as a generalization, it seems true that older people have a more difficult time coming to grips with rapid technological change than younger people do. The chief reason for this is that they grew up in a very different world, and the skills and aptitudes they developed when younger haven't prepared them for the breathtaking technological advances of modern times.

Technological advances are happening so swiftly right now that even young people, born into a world of electronic gadgetry, are sometimes left feeling just a little overwhelmed; but few people question the value of technological progress. The benefits of technological advances seem obvious: if a machine can do a job, it will save people labour. And less labour means more free time to pursue more worthwhile goals.

Unfortunately, there are drawbacks too. For instance, the people who once made a living doing a job now done faster and more cheaply by a machine will find themselves out of work. But there are other problems associated with technological advances as well.



Not everyone buys into the technological marvels of our times. You read on page 77 of your textbook about the Amish people and their reluctance to use technological conveniences. Their viewpoint is simply that people, the family, and the community come first. What good is a piece of machinery that replaces human labour if it makes older people feel useless and forces underemployed younger people to leave the community looking for work? The Amish assess any new technology very carefully. If they see no potential harm in it to communal and family life, they'll give it a try; otherwise, they'll do without.



9. a. Make yourself a simple chart like the one that follows. Then, open your textbook to page 78 and read all of Section 2: The Impact of Technology—to the end of page 86. As you read, fill in your chart with the benefits and drawbacks of rapid technological advances on people and their families. Feel free to add your own ideas to your chart as they occur to you.

Benefits	Drawbacks



- b. Now, in a few paragraphs, express your own feelings about technological advances. Should we be as hesitant as the Amish to accept them, or should we embrace them as a means to a new and better world? Or is your position somewhere in-between? Whatever your position, explain your reasons for holding it.

Compare your answers with those in the Appendix, Section 2: Activity 4.

In this activity, you've looked at trends affecting families today and you've projected them into the future. You've examined some of the forces behind those trends—such as technological change—and used them to predict changes in the future. Precisely what does the future hold in store for family life? Of course, it's impossible to say with any assurance; but one thing does seem certain: the family will go on altering its appearance and adapting to changing circumstances, but it will continue to be with us. It's a resilient institution that fills many basic needs of human beings. As such, it's going to be with us in one form or another for a very, very long time.

FOLLOW-UP ACTIVITIES

If you had difficulties understanding the concepts in the activities, it's recommended that you do the Extra Help. If you have a clear understanding of the concepts, it's recommended that you do the Enrichment.



Extra Help

1. One important function played by families is to help individuals within them fill their basic needs as human beings. The psychologist Abraham Maslow organized what he saw as people's needs into a hierarchy.
 - a. Draw a pyramid and, without looking back if possible, see if you can reproduce Maslow's hierarchy of needs.
 - b. In a sentence or two, explain how a family can help meet **one** of the needs on each level of your pyramid.
2. Another concept from Section 2 that can be expressed by means of a diagram is the family life cycle.
 - a. Draw a diagram of your own that illustrates this cycle; if possible, make it different from the one in the textbook or this Student Module Booklet. And see if you can do it without looking back if possible.
 - b. Imagine that you've just married and are right at the beginning stage of the family life cycle. Explain some of the challenges you'd be likely to encounter.
3. Imagine that your parents are nearing their retirement. Identify **three** things that they should be doing to prepare for this.
4. Biliana and Seth are planning to get married. They're definitely in love and want nothing more right now than to spend time together.

Biliana has been brought up in a very traditional family. Her father was definitely the head of the family, and he made his decisions in an autocratic style. He took pride in being the family breadwinner and considered housework to be "women's work." Biliana's mother stayed home, looked after the household duties, and raised the children. Seth, in contrast, loves to cook and do housework, and he hopes to work only part time so that he can take an active part in raising the children. It's his expectation that his wife will share in the family's income-producing work and allow him to split the household chores with her.



- a. From what you know of Seth and Biliana, what challenges can you see them possibly facing in working out the roles involved in family life? In your answer, try to use the terminology related to roles that you learned in Activity 3.
 - b. Imagine that Seth and Biliana work out any difficulties they might have in relation to family roles and that both end up with income-producing jobs. They also now have two preschoolers. Suggest at least **four** things a sympathetic employer might do to make things easier for them on the job.
5. Societal changes, such as the impact of technology, the prevalence of dual-income families, the need for life-long education, improved communications, and rapid health and medical advances, are going on around us all the time—and are out of our control. It's very difficult to avoid changes like these, and resistance often leads to frustration. Families may need to weigh the possible benefits of the changes with an open mind.

Explain why you and your family should make the effort to recognize and understand societal change.



Compare your answers with those in the Appendix, Section 2: Extra Help.

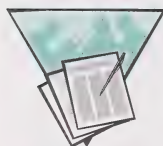


Enrichment

Task Management



Communication



Do **one or both** of the following:

1. Abraham Maslow's hierarchy of human needs has been widely taught as a basic way of understanding a great deal about human behaviour. For many years, every first-year university psychology student has encountered Maslow's ideas early on in his or her studies. Some people, however, feel that the theory oversimplifies things. Your textbook, for example, points out cases of writers and artists getting so wrapped up in their higher-order creative work that they forget all about basic needs like eating and sleeping.

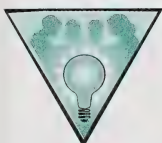
If you found the little bit you learned about Maslow's ideas interesting, go to the psychology section of your library and do some research. Or, if you have access to the Internet, see what you can discover about Maslow. If you find interesting material, consider writing up your findings in a brief report.

2. You've been thinking about roles, role expectations and conflicts, role modeling, and stereotyping in this section. Now how about a little role playing? Putting yourself into the position of other family members and seeing how the world looks through their eyes can be a great help in coming to understand their behaviour. A teenager who's played the role of a parent can usually understand the parent's concerns much better than before. The same, of course, is true of a parent who tries to assume the role of a teen.

Teamwork

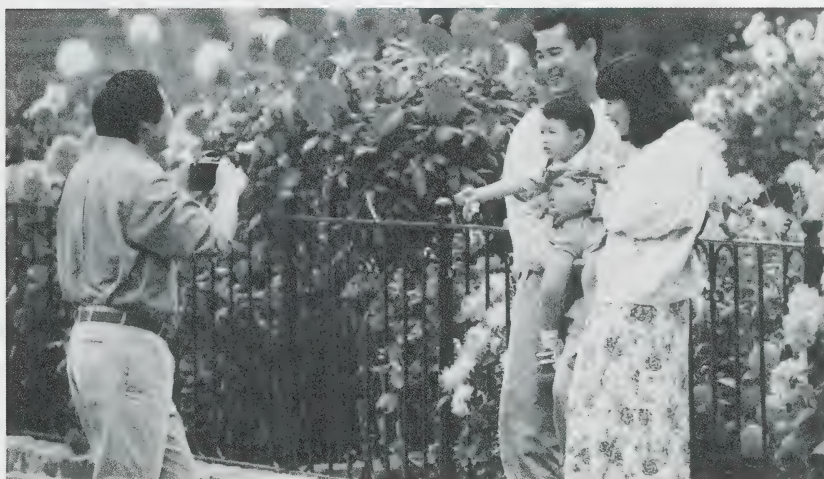


Innovation



If you're taking this course in a classroom situation, do some role playing with your classmates. Work in small groups and re-create situations of possible family conflict. Try to really get into the roles you're given and understand the points of view of those people. See if you can resolve the conflicts through mutual understanding.

CONCLUSION



In this section, you've continued your investigation into family dynamics. You've thought about how families help fill the needs of their members and how families change and evolve throughout their life cycles. You've also looked into the different roles that family members are called upon to play, and you've done some thinking about how families are likely to change as our society continues to evolve. One feature that's vitally important to all aspects of life is, of course, communication among family members. This is something that underlies most of what you've been investigating; but, as yet, you haven't looked into it directly. It's this issue of healthy communications within families that you'll be studying in the next section.

ASSIGNMENT

Turn to Assignment Booklet A and do the assignment for Section 2.





Resolving Family Conflicts



YOUR parents don't think very highly of your friends. They say they're lazy, badly brought up, and definitely a bad influence on you. You, on the other hand, think your friends are really cool. You enjoy being with them; you like their carefree, reckless attitude; and you find them a good antidote to what you see as your family's rigid, structured way of life.

Grounds for a full-blown family conflict? Very likely they are. If you're a typical teenager, you've probably found yourself, from time to time, in conflict with your parents over issues like these—or a variety of issues of other sorts. Conflicts within families are perfectly natural, but it's important to be able to deal with them before they develop into something serious.

In this section, you'll be looking into family conflicts and learning communication techniques that will help you resolve them. When you've finished the section, you should be able to describe basic problem-solving skills and explain communication techniques useful in defusing conflicts within families and outside them.

ACTIVITY I

Effective Communication



The members of the Hymerstein family are all looking forward to the July 1 long weekend. It was a long winter, and the family hasn't gone away anywhere since last Thanksgiving. Everyone in the family has been busy with sports, clubs, school, and work.

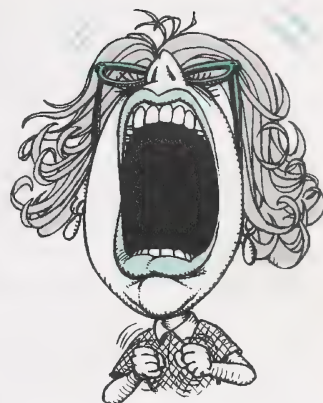
Derrick and Vivian are both looking forward to taking the kids to the big family reunion in High River in southern Alberta. Vivian has made a mental note to herself to talk to their four teenagers that evening to make sure that they all have the weekend off from their full- and part-time jobs. She and Derrick are extremely proud of their four children and are anxious for them to get together with all the members of their extended family, whom they haven't seen since Derrick was transferred to Grande Prairie five years ago.

Cheryl and Darrell are the oldest children in the family. Both attend the local regional college but have full-time summer jobs at the pulp mill. As they're walking home that day, Darrell tells his sister how pleased he is that he's going to be able to work on the holiday weekend and make some extra cash. "Me too," agrees Cheryl. "That overtime pay will sure help with tuition costs in the fall."

Annis and Aaron, the twins, are in grade 12 and both work part-time at the local pizza outlet when they aren't playing soccer. "It's totally awesome that you convinced Ron we both needed the long weekend off," Aaron tells Annis that same day. "I guess he's not too tough a boss after all, eh?" Annis laughs. "Well," she says, "we don't want to miss the first big four-day camp-out of the summer. After all, lots of our friends will be gone after this year and then we'll probably only see them at school reunions. It's going to be a great camp-out! Guess we'd better let Mom and Dad know we're going."

Can you see a conflict looming on the horizon for the Hymerstein family? It looks pretty likely, doesn't it? Of course, the whole thing could probably have been avoided—or at least minimized—if there had been proper communication among the family members well in advance of the holiday weekend. Even now, the best hope the family has of sorting things out is to get together and talk. Open, honest

communication is the best method families—or members of any other groups—have of avoiding conflicts and/or solving them before they snowball.



Communicating. It sounds easy, doesn't it? After all, people communicate all the time—with spoken words, gestures, tone of voice; in person; over the phone; and by way of e-mail. Yet communication is a more complex matter than you may have realized—and one that's important to master if you want good relations with other people, including members of your family.

1. Before going on, take a few minutes and list all the ways you can think of in which you communicate with others. The preceding paragraph will give you a very good start, but see how many other methods you can come up with.

Compare your answer with the one in the Appendix, Section 3: Activity 1.

Now that you've begun thinking about the process of communicating, it's time to look a little more deeply into that process. To do that, communicating will be broken down into three distinct components:

- sending a clear message
- listening effectively
- overcoming barriers to communication

Sending a Clear Message

Sheri walks into her home after school, bangs her books down on the kitchen table, glares at her mother when asked how her day went, stomps down to her room, and slams the door. Sheri hasn't spoken a word, but she's certainly communicated. Her mother knows that things haven't gone well for her daughter and that she's in a very bad mood.



▼
communication:
*the process of
sharing and
receiving
messages from
others*
▲

When you think of communicating, you probably think principally of talking. And that's as it should be. Human beings do most of their communicating verbally—with words. But that's not the only way we let others know things about us, as you've just seen with Sheri.



▼
communication channel: a way in which a message is sent

verbal communication: communication that uses words

nonverbal communication: communication that doesn't use words
▲

To learn more about the process of communication, open your textbook to page 114 and read that page and the first column of page 115 (up to, but not including, the heading Participants). Then answer the questions that follow.

2. According to your text, what are the four basic elements of communication?
3. The textbook points out two types of **communication channels**: **verbal** and **nonverbal communication**.
 - a. Stephan, tired of waiting for the class to end, sighs deeply, then yawns loudly. Is this an example of verbal or nonverbal communication?
 - b. Describe a recent example in your life when you or someone in your family communicated nonverbally in each of the following ways. In each case, explain just what was communicated.
 - (1) by way of a facial expression
 - (2) by way of a gesture
 - (3) by way of posture
 - (4) by way of an action

Compare your answers with those in the Appendix, Section 3: Activity 1.



Sometimes the expression *body language* is used for all the nonverbal messages you convey physically—as with gestures, posture, facial expressions, and so on. Body language can be very important. If you're having a job interview, for instance, and you slouch in your chair, yawn, pick food out of your teeth, frown, and fidget, there's not much chance that you'll get hired no matter what you actually say during the interview.



The first element in the communication process is that of communication channels. The three remaining elements are participants, timing, and the use of space. Learn about these by opening your textbook to page 115 and reading from where you left off (the heading Participants) to the end of page 117. Then do the questions that follow.

4. Pierre hoped to borrow the family car for his date on Friday night. When his mother came home from her overtime shift late Thursday evening, Pierre asked permission to use the car when she'd barely got in the door. His mother, tired and irritable, told him to forget it. He'd had the car the previous weekend, she snapped, and she might want it herself.

Referring to the elements of the communication process, explain Pierre's mistake.

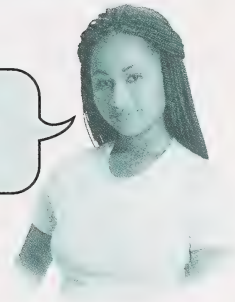
5. Space is an element in communication you may never have thought about much, but you no doubt recognize the truth of the fact that sitting close together can encourage honest, intimate communication. But it's important to recognize that people all like to maintain an area of personal space around them and that intruding into this space in the wrong situation can interfere with communication.

Have you ever been in a situation where someone you were talking to intruded into your "personal space" in such a way that you felt uncomfortable? If so, describe the situation.

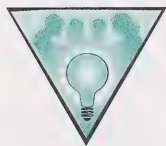


It's interesting to note that people from different cultures often have different comfort zones when it comes to personal space. This can make for communication problems. Most Canadians, for instance, like to maintain very large personal spaces, and we tend to feel very uncomfortable if people we're talking with stand too close.

Yeah, we keep backing up and they keep stepping forward, and soon you forget all about what you're discussing; all you're focused on is this guy with his face right in yours.



Exactly, but to someone from another culture, your backing away might well be sending the nonverbal signal that you're unfriendly and stand-offish. It's easy for communication glitches to occur in situations like these.



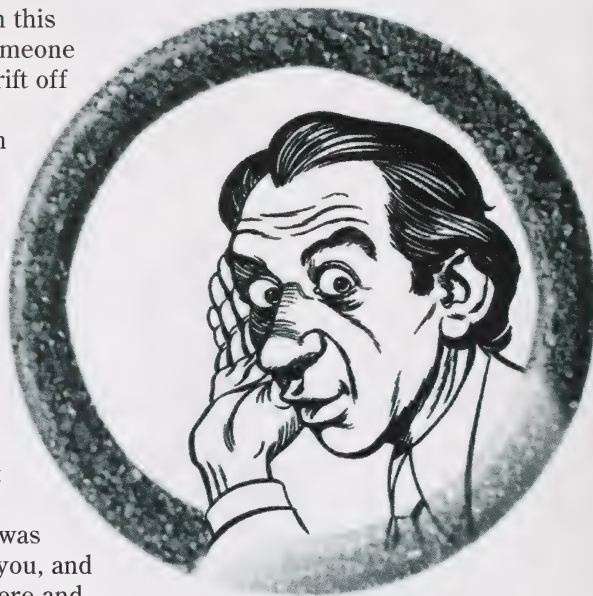
6. Examine the list of Dos and Don'ts for family communication on page 116 of the textbook.
 - a. How many of these rules do you normally follow? Identify them.
 - b. Can you add other rules to this list? If possible, brainstorm ideas with a classmate or family member.

Compare your answers with those in the Appendix, Section 3: Activity 1.

Listening Effectively

Have you ever found yourself in this situation? You're listening to someone talk, but your mind begins to drift off in other directions. You go on nodding and making what seem to be appropriate facial expressions; but, in fact, your thoughts are on something entirely different—such as your plans for the weekend?

If you recognise yourself in the preceding description, don't worry; you're not alone. Everyone has lapses like this while listening, but that doesn't mean they aren't something to ignore. What if, for instance, it was your father who was talking to you, and he was explaining precisely where and when he'd pick you up that evening? When you don't show up on cue, there just might be some family fireworks later on that night.

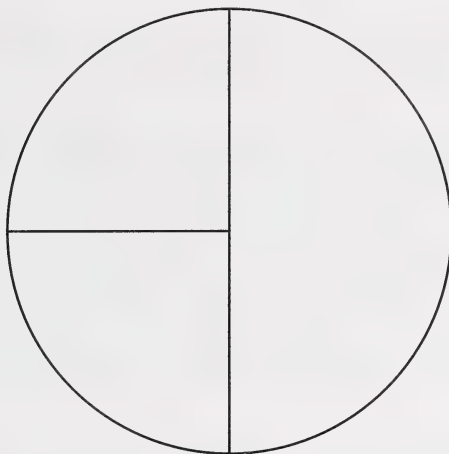


People tend to take listening for granted; but, in fact, it's a skill that can be improved with practice. And learning to listen closely to what members of your family are saying is one key way to improve communication in the home and reduce family conflict.

To learn more about the skill of listening, open your textbook to page 119 and read through to (but not including) the heading Communication Problems on page 122. Then answer the following questions.



7. The pie graph that follows illustrates the percentage of communication time a typical person spends listening, speaking, and reading and writing in a day. Label the chart.



▼
active listening:
listening in such a way that you try to really understand what the speaker wants to communicate

▲
passive listening:
listening in such a way that the speaker is encouraged to continue communicating

8. Your textbook describes two types of listening: **active** and **passive listening**.
- Imagine that you're a passive listener; tell how you'd respond to the following statements:
 - "I was so frightened I thought the car was going over the embankment."
 - "I don't have any ideas about what we can do in Calgary, so maybe we should stay home."
 - "Just look at this mark—and to think that I worked for hours on this essay."
 - Using the same statements, now write an active listener's response to each one.
9. Your textbook distinguishes what it calls "I-messages" from "you-messages" and points out that the former are usually more helpful in establishing communication because they focus on how a situation makes the speaker feel rather than on blaming someone else for it. But I-messages can sometimes cause problems too. Describe a situation where one family member responds to a situation with I-messages that do more harm than good.





feedback: a response to a message you've received that tells the sender whether you've understood it correctly

assertive communication: communication that is firm and positive



10. Two other concepts explained in the textbook reading are **feedback** and **assertive communication**. Describe examples, real or imaginary, showing how **each** of these communication devices can help a family communicate and avoid misunderstandings.

Compare your answers with those in the Appendix, Section 3: Activity 1.

Did you know that passive listening techniques show the person speaking that you're interested? Here are some sample techniques:

- making eye contact with the speaker
- nodding your head as you listen
- leaning forward to listen
- reflecting your feelings in your facial expressions
- using short verbal responses like "uh-huh," "yes," and "I see"
- asking questions about what happened, for instance "What did she do after that?"

Did you know that active listening techniques use verbal responses to encourage communication and show understanding, acceptance, and respect? Here are some sample techniques:

- using verbal responses designed to get at what the speaker is really communicating, for instance "I'll bet that really cheesed you off!"
- encouraging the speaker to give more information with questions like "Does that mean that you're planning on going to college instead of university?"
- listening without passing judgement
- supplying feedback by restating or paraphrasing what you believe the speaker has communicated to you, for instance "Do you mean that he didn't know his sister was coming for his birthday?"



Overcoming Barriers to Communication

Have you ever had an experience like this? You're sitting in front of the TV and your father (or any family member) comes in and starts talking to you about something rather important. Suddenly, an all-new episode of your favourite show comes on; and though you try to listen to your father, the fact is that the television has most of your attention. It's only after your father has left the room that you realize that you entirely missed what it was he was trying to tell you.

In this example, the TV show interfered with the communication between you and your father; it distracted you and disrupted your conversation. Interference from an outside source like this is a good example of a **barrier to communication**. There are many other sorts of barriers that can interfere with the communication process; several of them are discussed in your textbook.

To learn about different common barriers to communication, open your textbook to page 122 and read from the heading Communication Problems through to the end of page 125. Be sure to read everything, including the green sidebar on page 123 and the material in the box on page 124. Then answer the following questions.

11. The chart that follows contains common barriers to communication. Make a similar chart and, for each barrier, briefly describe a situation in your own life where this barrier was a factor.

Mind Reading	
Avoiding Subjects	
Mixed Messages	
Interference	
Silence	
Different Outlooks	



▼
barrier to communication:
anything that interferes with the communication process
▲

12. Now go back and select **three** situations you described in question 11. For each one, suggest what you could have done to improve communications.
13. The box on page 124 of the textbook describes four common patterns of poor communication as discovered by the family therapist Virginia Satir. Most of them seem to make sense, but the one she calls *computing* may give you problems. This type of behaviour is described as being reasonable and logical—precisely what most people stress we should try to be during times of conflict. Do you see how *computing* could actually interfere with communication during a family disagreement? If so, explain your ideas.
14. Think back to the situation of the Hymerstein family at the beginning of this activity. Bearing in mind all you now know about communication skills and barriers to communication, explain what factors you see as having interfered with communication within the family. You can use the terminology introduced in the textbook, or you can explain things in your own words.

Compare your answers with those in the Appendix, Section 3: Activity 1.

In this activity, you've looked at techniques of effective communication, and you've thought about some of the things people sometimes do that act as barriers to communication. Within families and in any relationship with other people, communication is of tremendous importance in avoiding conflicts and resolving them when they occur. But just how can you put into practice the concepts you've been learning so as to solve conflicts that may develop within your home? That's what you'll be looking into in the next activity.

ACTIVITY 2

Resolving Conflicts

Imagine this situation: Adam and his twin sister, Angelique, are having a disagreement over what show to watch on television. Adam wants to tune in to the hockey game, but Angelique would prefer to watch a movie she's been wanting to see for a long time. Here's part of their conversation:



Angelique: You're always watching hockey games. This movie is really special; I may not get a chance to see it again for a long time.

Adam: Chill out, will you. This is a huge game. If the Flames win tonight, they're in the playoffs. You can rent the movie at the video store if you really have to see it.

Angelique: You always have to get your own way, don't you? Poor little Adam; he'll have a tantrum if he can't watch his stupid hockey game.

Adam: Look who's talking! I suppose next you're going to go to Mom and complain about me like you usually do, and she'll take your side as always. What a spoiled brat!

Angelique: Spoiled brat?! You jerk! Just for that I think I'll tell Mom about how you sneaked off to the pool hall last week. You'll be sorry you said those words.

Adam: Why you little liar. You promised me you wouldn't tell. I should have known I couldn't trust you. You're dead; you know that, don't you? And if you touch that TV, you're really going to regret it!

Angelique: I hate you! I hate you! I hate you!

Have you ever found yourself in a situation like that one? It began as a simple dispute that very likely could have been resolved quite easily, but it quickly deteriorated into a shouting match with all sorts of unrelated issues brought in. No doubt it will be some time before the bad feelings between Adam and Angelique can be erased.

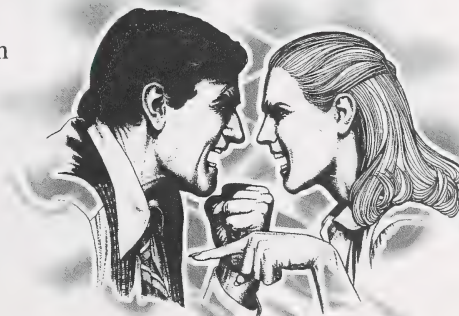
Conflicts and disputes between people happen; and they can happen especially often between family members simply because they live in such close quarters and interact so frequently. Conflicts between family members can't be entirely avoided, but they can be minimized—and, sometimes, even turned to a good purpose. The main thing, though, is to try to prevent simple little disputes like the one between Adam and Angelique from evolving into nasty, name-calling, shouting matches that have entirely negative results and make everyone feel terrible. Fortunately, there are skills that can be learned to help you do this.

Things That Cause Conflicts

Open your textbook to page 130 and read to the bottom of the first column on page 131. The reading focuses on three common factors that can cause conflicts between people:

- situations
- personalities
- a desire for power

As you read, note carefully what the textbook says about each of these.



1. Make a chart like the one that follows. Then, in the right-hand column, briefly describe a conflict in which you or people that you know have been involved that was chiefly caused by each of the three factors.

Situational Factors	
Personality Factors	
Power Factors	

2. Wei wanted to get her learner's permit, but her father refused to let her. At first, he wouldn't even discuss the matter, and Wei became frustrated and angry. One evening, when her father seemed relaxed and talkative, she brought up the subject again, stressing how important it was to her that she learn to drive as her friends were all doing. Wei didn't shout or get angry, but she did ask her father just why he objected so much and when he would consider allowing her to get her learner's. It was then that her father told her that ever since his younger sister had been killed in a car accident, he'd dreaded the day his children would start driving.

When the conversation ended, Wei felt much better. She and her father had reached an agreement: he'd let her try for her permit when she was a year older if she would agree to professional lessons.

Is this an example of a constructive or a destructive conflict? Explain your answer.

Compare your answers with those in the Appendix, Section 3:Activity 2.

The Process of Conflict Resolution

In the conflict between Wei and her father described in question 2, Wei attacked the situation not by becoming furious and accusing her father of being mean, but by communicating with him, making her own feelings plain, and trying to understand the reasons for her father's behaviour. Whether she knew it or not, Wei was using a tried-and-true process for resolving a conflict or dispute.

So, just what does an effective conflict-resolution process involve? Most experts agree that the best method is a five-step process. These steps are

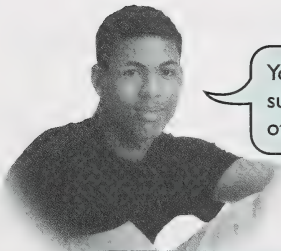
- recognizing that there really is a problem
- establishing limits to the problem
- arguing
- negotiating
- following up

To learn just what each of these steps involves, open your textbook to page 131 and read from where you left off (The Resolution Process) to the end of page 134, including the material in the box on page 132.




Did you understand the five stages of the process? If not, the following summary may help.

- Stage 1, **awareness**, simply involves recognizing that a conflict exists. This sounds simple, but sometimes people try to ignore a developing conflict or pretend that it isn't there. This usually just postpones dealing with it until it becomes too big to ignore.
- Stage 2, **setting limits**, is the time when it's decided precisely what the argument is about and what position the person (or people) on each side is taking.



You mean, like, you each make sure you understand where the other guy is coming from?



That's right. And you make sure you stick to the problem at hand. Adam and Angelique, for instance, should never have dredged up things like Adam's sneaking off to the pool hall. It has nothing to do with the issue of the television and only makes solving that issue less likely.

- Stage 3, **arguing**, is the stage where the parties make their cases as clearly and as effectively as possible. Adam and Angelique did this fairly well; Adam made it clear that this was an important hockey game while Angelique pointed out that she wanted to see this particular movie badly and that she might not get another chance. Many disputes, of course, are far more complex and require more explanation.



negotiate:

bargain or make deals

compromise:

give in on some issues so as to get your way on others



- Stage 4, **negotiating**, is very important. Adam and Angelique never made it this far; and, as a result, they didn't solve their conflict. When you **negotiate**, you bargain with each other; you suggest solutions that might be acceptable to both parties. Each side should be willing to **compromise**—to give in on some points so that a solution can be reached.

3. Thinking back to the conflict between Adam and Angelique, suggest a compromise solution that the two might have arrived at if they'd actually negotiated.

Compare your answers with those in the Appendix, Section 3: Activity 2.

- Stage 5, **following up**, is simply the stage when the negotiated agreement is put into effect and all the loose ends are tied up. Usually, the most important aspect of the follow-up period is getting back to normal. Both sides should make an effort to patch things up, get rid of any lingering feelings of anger, and get on with life together.

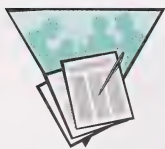
4. With a friend if possible, write a short script involving at least two members of a family who are having a conflict. Your script should show the characters using the five-step resolution process to work things out. Use your imagination or call upon personal experience.

Compare your answers with those in the Appendix, Section 3: Activity 2.

Teamwork



Communication



Putting It All Together



All right, now it's time to put together the things you've been thinking about in this section. In Activity 1, you looked at the issue of communicating well; you learned about sending clear messages, listening effectively, and overcoming communication barriers. So far in Activity 2, you've looked at conflicts—their causes and the process that works best at resolving them. But that process hinges essentially on effective communication; if you don't listen well and send clear messages, for instance, you won't be able to argue or negotiate adequately.

What you'll be doing now, then, is looking into how you can use your knowledge of communication skills and barriers to work out disputes within your family—and, of course, with other people as well.

Using Communication Skills

Open your textbook to page 135 and read as far as, but not including, the heading Overcoming Barriers at the top of page 138. Then answer the following questions.

5. The textbook reading tells you that you should “try to listen with empathy during conflict.”
 - a. Do you know what this means? Explain it in your own words; feel free to refer to a dictionary if necessary.
 - b. Explaining the meaning of this phrase is one thing; actually doing it in the heat of an argument is something else. Think about your own behaviour when you get into a family dispute. Do you make a real effort to listen with empathy? Illustrate your answer with an example.



6. Controlling your temper is very important in a conflict. Some people have an extremely hard time doing this; they say and do things they almost always regret later. In fact, courses are offered in anger management for people who just can't seem to control their tempers.

The box on page 137 of the textbook suggests a number of questions to ask yourself before coming out with an angry outburst.

- a. Do you use any of these techniques? If so, which ones do you find effective?
 - b. Are there other anger-management techniques that you find work for you? If so, explain them.
7. The following scenarios are likely to produce an angry response. For each, suggest a way you could resolve the conflict in a constructive manner rather than indulge yourself with an angry outburst.

- a. Your brother borrows your Oilers jersey from you; and when you get it back, you notice a rip in one of the sleeves.
- b. You've made arrangements with a friend to go to a movie—a show you really want to see. Your friend arrives 25 minutes late (and it's not the first time this has happened with this particular friend).
- c. A classmate tells you that someone you believed was a good friend was spreading rumours about you at the dance on Friday.
- d. Your teacher has partnered you with a classmate to do a major biology project worth 30 percent of your final mark. Each time you try to arrange for the two of you to work together, your partner has other plans.



Compare your answers with those in the Appendix, Section 3:Activity 2.

Overcoming Barriers and Defusing Conflict

You've been thinking about ways of dealing with anger in a conflict situation. Anger can, in fact, be thought of as a barrier to communication; it can get in the way and prevent you from resolving a dispute constructively. You've already looked at several communication barriers in the preceding activity, but there are other ones too; and how well you deal with them plays a big part in your ability to resolve conflict.

Open your textbook to page 138 and read from the heading Overcoming Barriers to the end of page 141. Then answer the following questions.

8. The textbook reading introduces three barriers to communication not discussed earlier:
- physical reactions
 - competition
 - control

Explain how each of these can act as a barrier.

9. That box on page 141 of the textbook, titled Defusing Conflict, contains some real wisdom when it comes to preventing disputes from escalating into real conflict. Why not make a poster of those same six points and hang it in your room or somewhere else where you'll see it? Better yet, get permission to put it up at your school if possible, where others can see it too. Either use the italicized wording, or rephrase it to suit yourself. Make your poster big, bold, and colourful; remember, it's meant to be seen—and read.

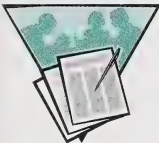
If you can, work on this project with a friend.

10. Remember the Hymerstein family back at the beginning of Activity 1? Taking into consideration all you know now about communication and conflict resolution, what advice would you give the members of that family as they meet to discuss their plans for the holiday weekend?

Compare your answers with those in the Appendix, Section 3: Activity 2.



Communication



Teamwork



And that's your overview of conflict resolution. Of course, knowing something about the theory of resolving conflicts is a very different thing from being able to put it into practice. Remembering what you've learned while in the middle of a heated dispute—and being able to apply it successfully—takes some real effort; but it's an effort that's well worthwhile. Here are a few commonplace, practical communication dos and don'ts that may help in times of potential conflict:

Communication Dos

- listen
- maintain eye contact
- hear the person out
- resist distractions
- keep an open mind
- assume responsibility for a two-way dialogue
- use I-messages

Communication Don'ts

- interrupt
- call names or ridicule or label the person
- cast blame
- use force or threats
- assume you know what the person is saying
- make snap judgements

FOLLOW-UP ACTIVITIES

If you had difficulty understanding the concepts in the activities, it's recommended that you do the Extra Help. If you have a clear understanding of the concepts, it's recommended that you do the Enrichment.



Extra Help

One of the things you thought about while doing Section 2 was body language—the nonverbal messages you send people with your body. Postures, facial expressions, gestures, and so on, tell people a great deal about our feelings, and often these messages are sent unconsciously. People are becoming increasingly aware of the importance of body language, and it's now generally accepted that when verbal and nonverbal messages conflict, the nonverbal ones are likely to be the more accurate. For this reason, a whole science has grown up around body language. The name of that science is *kinesics*.



1. How well do you understand people's body language? Explain what message you think body language is conveying in each of the following situations:
 - a. Your brother hangs his head and lets his shoulders slump as he drags himself off the basketball court after his team's defeat in the provincial finals.
 - b. Your teacher purses his lips, crosses his arms against his chest, and waits, motionless, for the class to quiet down.
 - c. Your mother glares quickly in your direction, blushes, covers her mouth, and frowns in response to the inappropriate joke you tell at a family gathering.
 - d. While you're talking to your boss, she brushes off her skirt, shifts position constantly, and taps her fingers on her desk.
 - e. While listening to the guest speaker address your class, you slouch in your seat, fidget, yawn, and look at the clock.
2. Draw cartoon faces to express each of the following emotions:
 - a. anger
 - b. happiness
 - c. excitement
 - d. depression
 - e. boredom
 - f. nervousness
 - g. exhaustion

Compare your answers with those in the Appendix, Section 3: Extra Help.

Another concept you looked at in this section is that of using I-statements rather than you-statements. Used properly, I-statements indicate how another's behaviour affects you without blaming or judging the other person. This allows the person to see things from your perspective without becoming defensive or resentful.

3. Change each of the following you-statements into an effective I-statement.
 - a. You never let me go out with my friends.
 - b. It's your fault I slept in. Why didn't you call me?
 - c. Turn down your stupid stereo! How can you stand that awful music?
 - d. You got me into trouble. You just had to go and tell Dad on me.
 - e. You never listen when I tell you what to do.

Compare your answers with those in the Appendix, Section 3: Extra Help.

4. You've encountered quite a bit of terminology in Section 3. Test your mastery of it by matching the terms on the left with the situations described on the right.
- | | |
|--------------------------|--|
| a. control | i. "I'll bet your heart sank when you heard that," said Diego's father. |
| b. negotiate | ii. Daemon waited till after lunch to ask the boss for a favour. |
| c. compromise | iii. LouDel's mother tried to direct all of her behaviour. |
| d. constructive conflict | iv. "It's all your fault that we didn't know what was happening!" Lester yelled at his sister. |
| e. situational factor | v. Huang and his mother explained their reasons for their positions and finally understood each other. |
| f. setting limits | vi. Hanna listened to her mother's words carefully because she knew that what her mother said was always worth hearing. |
| g. active listening | vii. Piers kept trying to win the argument even after he realized that he was wrong. |
| h. emotional control | viii. Falsad agreed to turn down the TV volume somewhat if Selene would use headphones with her stereo. |
| i. time choice | ix. "Let's keep this discussion to the long weekend," replied Yoko. |
| j. respect | x. Mrs. Morisette was always upset with her son for leaving his clothes on the floor even though he was much neater than most teens. |
| k. competition | xi. Georgina said, "I'll give you the sweater if you let me keep the CD player in my room." |
| l. personality factor | xii. Emily and her sister both needed the car to go to work. |
| m. destructive conflict | xiii. Henry fought back his anger and his tears. |

Compare your answers with those in the **Appendix, Section 3: Extra Help.**



Do **one or more** of the following.

1. Watch a few family sitcoms on television—the type that involve a family conflict of some sort each week—and evaluate the skills of the characters in resolving their conflicts.
2. With a classmate if possible, design a questionnaire that will show how well those who respond to it can deal with conflicts. Here's one example of the sort of questions you could ask:

If you get into a dispute with a younger sibling, are you most likely to

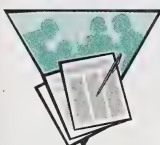
- A. use your age and size to gain a victory
- B. complain to your parents
- C. get angry and yell
- D. try to see things from your sibling's point of view

Teamwork



Try out your questionnaire on friends, classmates, and family members and see what the results show. Share your findings with those who took the questionnaire.

Communication



3. Draw one or more cartoons depicting communication problems. If possible, make posters of them and see if you can get permission to display them at your school.



4. With classmates or friends, role play some situations involving strong body language. Have your audience decide what messages the body language is conveying and to what degree it conflicts with, or reinforces, any verbal messages.

Compare your answers with those in the **Appendix, Section 3: Enrichment.**

CONCLUSION



In Section 3, you've looked into the issue of family conflicts and how to resolve them—though, of course, the principles you've been learning can be applied to conflicts outside the family too. You've examined the role of effective communications in human interaction, and you've applied what you studied to the resolution of disputes and conflicts. Remember, though, that all this is useless information if you don't put it into effect in your own life. When you find that you're having a better time dealing with disputes with your family and friends, you'll know that you've benefited from the material in this section.

ASSIGNMENT

Turn to Assignment Booklet A and do the assignment for Section 3.
Submit the Assignment Booklet for assessment.



Taking Charge of Your Health



Do you suffer from asthma? allergies? other medical conditions? Do diseases like diabetes, breast cancer, or cystic fibrosis run in your family? Do you smoke? drink? engage in high-risk activities? Are you aware of the principal factors that pose a risk to your health, and do you take steps to control them?

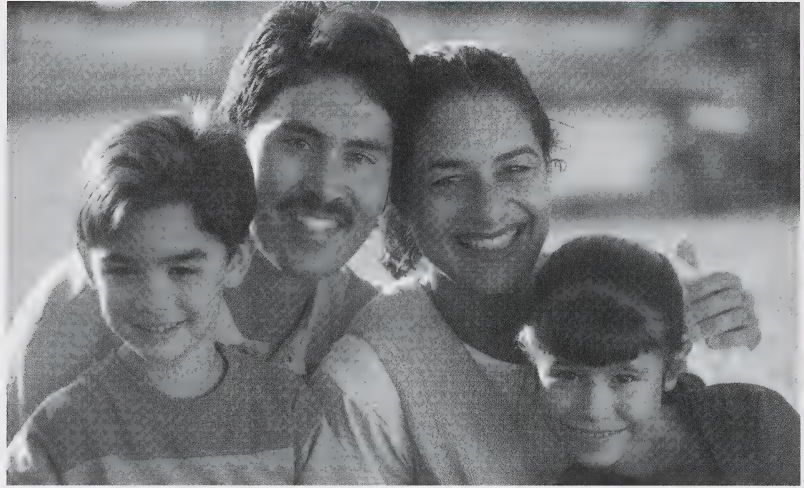
If you're a high school student, it's unlikely that you spend a lot of time worrying about your health; and that's as it should be. Dwelling on sickness and possible health problems isn't in itself a healthy activity. Nevertheless, it's important as you go through life that you be aware of the health risks that affect you and that you take responsibility for dealing with them as well as you can.

When you've finished this section, you should be able to write out your own family and personal health histories and prepare a personal action plan to promote well-being throughout your life.

SECTION 4

ACTIVITY I

Family Health



The World Health Organization defines health as “a state of physical, mental and social well-being and not merely the absence of disease or infirmity.” In the changing world of the 21st century, our ideas of health will take a new direction that will require you to acquire new knowledge and skills so you can attain and maintain good health for yourself, your family, and your community. Part of this will involve becoming familiar with your family’s medical history so you can be aware of any diseases you might be likely to get.

How much do you know about the health history of your family? This doesn’t just mean the broken ankle your brother had two summers ago or Aunt Edna’s abscessed tooth. Rather, it refers to a reasonably detailed knowledge of those diseases, conditions, and related physical problems that members of your extended family have experienced over the years that just might have implications for your own health. If your mother’s father, for instance, had diabetes, it might increase the chances that someday you, too, could develop this condition. Knowing that just might help you modify your behaviour so as to prevent this occurrence—or at least delay its onset. At the very least, it would mean you could monitor the situation and so be prepared to deal with it quickly and effectively.

All this isn’t meant to panic you. Quite the opposite. The fact is that many diseases aren’t inherited, while others are unique to a specific race or one of the two sexes. Still others may have resulted from genetic mutations that were retained in isolated groups for many years. And it’s quite natural that at your age you don’t want to think about these matters. Still, it helps to know what’s going on in your particular family. This activity will give you the chance to do a bit of sleuthing.

In this activity, you'll be doing some research into the health history of your family. This should help you later on to develop a personal action-plan to promote your own health and well-being. For most students, this shouldn't pose any problems; but it's possible that in some situations, difficulties might arise. Some families, for instance, may consider this information too personal to provide. Before working through this activity and the next, speak with your parents and explain why you're doing this work. If they have any objections, talk to your teacher. You should be able to arrange for an alternative project—perhaps an imaginary family health history.



Improvements in Health Care

Before beginning your investigation, it's important to note that your grandparents—and even your parents—didn't have the health-care technology available to them that your generation has and will have in the future. For this reason, some of the things you'll discover about health problems in the past won't have as many implications for you as others will. The information that follows will provide a few examples of this.

measles: a contagious viral disease characterized by the appearance of circular red spots

mumps: a contagious viral disease characterized by fever and swelling of glands on the sides of the neck

chicken pox: a contagious viral disease, affecting chiefly children, characterized by fever and skin blisters

diphtheria: a contagious bacterial disease that can cause an inflammation of the heart and nervous system



Until about the late 1940s, it was considered a normal part of growing up for children to have **measles, mumps, chicken pox**, and even **diphtheria**. Often the first few years of a child's life seemed to involve one of these diseases after another, and parents almost welcomed them since in most cases it meant immunity later on in life. At around this period—and into the 1950s—however, immunization programs and new discoveries changed this situation. Although immunization programs aren't mandatory today, the majority of parents still choose to protect their children in this way. This protection is government sponsored and delivered through community-health programs to children between the ages of three months and 14 years. After that, it's up to every individual to keep his or her own immunizations up to date.

1. a. Have you been immunized against any or all of these diseases? If you aren't sure, ask your parents if you can see your records.
- b. Not everyone today has his or her children immunized against the traditional childhood diseases. Suggest reasons for this.

Compare your answers with those in the Appendix, Section 4:Activity 1.



tuberculosis: a contagious bacterial disease that attacks the lungs in particular



Until treatment was developed in the 1940s, the word **tuberculosis** struck fear into people's hearts just as the word *cancer* does today. Tuberculosis (also known as *TB* and, at one time, *consumption*) is an infectious bacterial disease of the lungs characterized by nodules on the lungs. It can be detected by chest X-rays. Before effective treatments were discovered, people with TB were treated in isolation hospitals called *sanitoriums*. Most eventually died of the disease. With the discovery of antibiotics, however, people having this sickness can now be treated at home. Most have a successful recovery, and the disease has a low mortality rate compared to 30 years ago.

Innovation



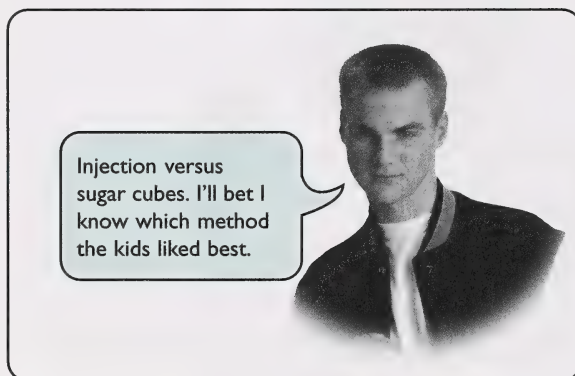
polio: short for poliomyelitis, a contagious viral disease that can cause permanent disability and paralysis (also called infantile paralysis)



- While tuberculosis is no longer the terrifying disease it once was, there's fear today that new strains, resistant to antibiotics, are developing that could mean a return to the "bad old days." Suggest a reason why antibiotic-resistant varieties of this disease, once considered almost wiped out in our society, are evolving.

Compare your answer with the one in the Appendix, Section 4: Activity 1.

In the early '50s, a **polio** epidemic swept the continent. People in the under-20 age group were especially affected. There was a high mortality rate, and many survivors were left with crippling side effects. Poliomyelitis is a viral infection that affects the motor neurons in the spinal cord and brain stem resulting in paralysis of one or more limbs. If the diaphragm is affected, the respiratory system may become paralysed. The development in the 1950s of the Salk vaccine, administered by an injection, and later, the Sabin vaccine, given by means of a sugar cube, brought this life-threatening disease under control. Parents lined up with their children at immunization centres in one of the very first mass-immunization programs ever.



- Chances are that some of the older members of your family will remember the polio panic of the early '50s and the relief that resulted from the development of the first effective vaccine by Jonas Salk. Talk to someone who does recall the episode and ask them what it was like.

Compare your answer with the one in the Appendix, Section 4: Activity 1.



smallpox: an often fatal, contagious viral disease characterized by pustules on the skin and permanent scarring



At one time, **smallpox** was one of the deadliest diseases in the world. It killed countless people of European extraction and took an even more terrible toll on the Native peoples of the New World who had no chance to build up an immunity when they first encountered it. The smallpox virus attacks the skin tissues causing widespread eruptions that form pockmarks.

The battle to combat this highly infectious disease has, however, been one of the twentieth century's greatest success stories. Thanks to widespread immunization practices, the virus has been declared by the World Health Organization to have been "eradicated from the face of the Earth." You've probably never even had a smallpox vaccination; but if you ask your parents and grandparents, they'll probably be able to show you the mark left by theirs.

Innovation



- While smallpox has been eliminated as a disease, small amounts of the virus still exist in laboratories. A debate is going on as to whether or not they should all be destroyed. Most people think they should, but some disagree. Can you think of a reason why the last traces of this deadly disease shouldn't be totally destroyed?

Compare your answer with the one in the Appendix, Section 4: Activity 1.



pneumonia: a disease of the lungs, viral or bacterial, characterized by inflammation and congestion



Pneumonia was considered a life-threatening disease before the discovery of antibiotics in the 1940s. If you contract pneumonia today, and you're otherwise in good health, you'll feel very ill, and you may or may not be admitted to hospital; however, with proper treatment, you'll probably experience a quick recovery and you'll soon return to your normal life. But this wasn't always the case. Even today pneumonia is a dangerous disease for elderly people or those with weakened immune systems. This is especially true of viral pneumonia, for which antibiotics aren't effective.



- Ask your grandparents or older people in your community about how serious pneumonia was in their youth and what kinds of treatments were used.

Compare your answers with those in the Appendix, Section 4: Activity 1.

▼
appendicitis: an
acute
inflammation of
the appendix
▲

Appendicitis is a common condition whereby a person's appendix becomes inflamed. It was very often life-threatening in your grandparents' and great-grandparents' day for a number of reasons. For one thing, there was limited access to a doctor for a diagnosis and surgical treatment. And, of course, surgical techniques and anaesthetics weren't as refined or safe as today; and, by today's standards, their use was considered high risk. And if the appendicitis had proceeded to the point where the appendix burst, releasing poisons into the body, there were no antibiotics or anti-inflammatory medications available; thus the patient usually died from complications. Those patients who did survive the lengthy illness would have endured a great deal of pain and high fever for an extended time. People still get appendicitis today, and a burst appendix can still be deadly. But with prompt attention, the dreadful threat posed in the past by this common ailment no longer exists.



What does all this mean for you? An obvious answer is that it means you're lucky to be living when you are. Another implication is that in researching your family health history, you should be aware that diseases we don't take very seriously today were far more dangerous in years gone by. If you discover that Great-Grandpa survived a bout of appendicitis back in 1930, bear in mind that this would have been a far more serious thing than it probably would be today.

6. While many sicknesses that once posed a serious threat seem to have been conquered today—or at least subdued—people today have diseases and conditions to worry about that their parents had never heard of or didn't pay much attention to. Suggest an example or two of these.

Compare your answer with the one in the Appendix, Section 4: Activity 1.

The Genetic Factor

As you familiarize yourself with the health history of your family, you should look in particular for the incidence of recurring diseases, because they could indicate a genetic predisposition at work in your family. A number of diseases and conditions are known to have a genetic component, which means that an increased likelihood of developing the disease or condition exists if a parent or another family member has had it. A few well-known examples of genetically linked diseases are breast cancer, colon cancer, muscular dystrophy, Parkinson's disease, Huntington's disease, bi-polar depression, and Alzheimer's disease.

I don't like the sound of this already. I mean, if there's some genetic flaw that runs in my family, I'd rather not know about it. If I'm fated to get some dreadful disease, I'd prefer to enjoy my life at the moment and not spend my time worrying about it.



I know what you mean; no one likes to discover that a disease or condition runs in his or her family. But often, knowing it's there can help you deal with it or catch it in its early stages; and with all the developments we're seeing these days in genetics, it may soon be possible for people with genetic susceptibility to a disease to overcome it with gene therapy.

Some families with genetic diseases seek genetic counselling to help them learn about the disease and the chances of passing it on to their children. In some cases, if the disease is a serious one, a couple may choose to remain childless or adopt in order to end the transmission of the condition. In other cases, if the disease is less serious, it's more a matter of being on the lookout for early symptoms so they can be dealt with properly. There are a number of diseases known to have a genetic component (that is, in some cases, a genetic weakness might play a role in determining who gets them); but in some cases, diseases are known to be always or often inherited. The five examples of inherited diseases you'll be looking at in this activity are hemophilia, sickle-cell anemia, diabetes, cystic fibrosis, and Tay-Sachs disease.

hemophilia: a hereditary disease affecting males almost exclusively that slows down the clotting of blood so that victims can bleed to death from even small wounds



Hemophilia is a blood-clotting disorder associated with a recessive gene located on the X chromosome. As you may remember from science classes, females are characterized by two X chromosomes, one coming from each parent, while males have one X and one Y chromosome, the X coming from their mothers and the Y from their fathers. Since the gene for hemophilia is recessive, the disease can occur in girls only when both their X chromosomes have the mutated gene—something that happens only rarely. But since boys have only one X chromosome, if it's a mutated one, then the boy is born a hemophiliac. About one male in every 7000 has hemophilia, but very, very few females have it. Women can, however, pass a mutated gene on to their children without even knowing they're carrying it.

When hemophiliacs cut themselves, the blood clots so slowly that even a small wound or bruise can result in so much bleeding that a blood transfusion may be necessary. The problem is especially difficult when bleeding is internal; the blood can collect in affected parts of the body and cause excruciating pain. Before the days of blood transfusions, few hemophiliacs lived to be adults.

Probably the most famous hemophiliac was Prince Alexis, the only son of Czar Nicholas II of Russia and thus the heir to the throne. It was his sickness that gave the monk Rasputin, who alone seemed able to control the bleeding, tremendous power over the Czar and his government. This power resulted in decisions that played a crucial role in the downfall of the monarchy and the Russian Revolution that brought the Communists to power.

I've heard quite a bit about hemophiliacs in the news. Because of the frequent blood transfusions they need, a lot of them contracted diseases like AIDS from tainted blood before the blood supply was properly screened. As if they didn't have enough problems.



sickle-cell anemia: a chronic, inherited disease resulting from an interference with hemoglobin in red blood cells

Sickle-cell anemia is a disease resulting from a deficit in hemoglobin in red blood cells. These cells become sickle shaped and, as a result, clump together. This clumping can obstruct blood flow, and the result can be the death of tissue due to lack of oxygen. Those affected by sickle-cell anemia suffer with severe joint and abdominal pain, weakness, and chronic kidney disease. There is no cure, but the condition can be treated with blood transfusions and pain relievers.

Sickle-cell anemia is seen almost exclusively in people of African extractions. Eight percent of the North American Black population have one of the genes for the abnormal hemoglobin. The disease appears when an affected gene is transmitted from both parents. As a result, sickle-cell anemia itself shows up in about one percent of this group.

7. If eight percent of North American Black population carries a gene affected by sickle-cell anemia, why does the disease show up in only about one percent of this population?

Compare your answer with the one in the Appendix, Section 4: Activity 1.



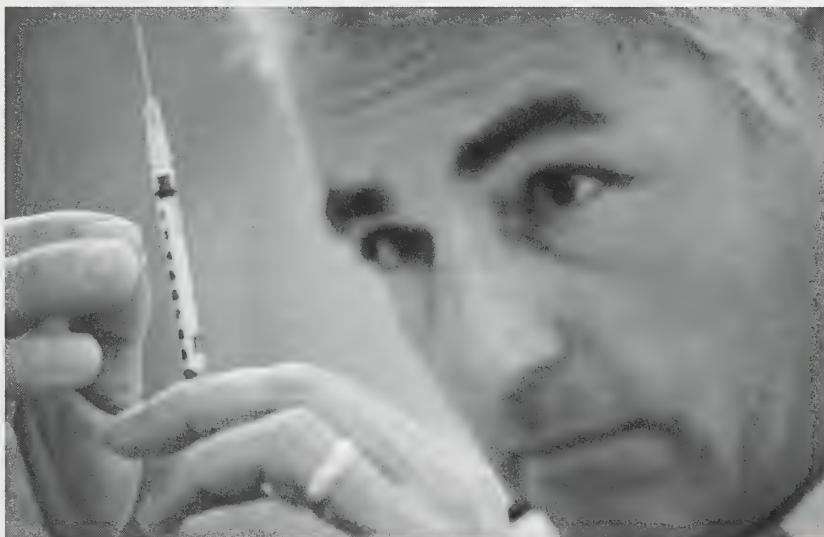
diabetes: a metabolic disorder of the pancreas whereby sugar isn't properly "burned" in the tissues for energy and instead accumulates in the blood and urine



Diabetes is a disease that you've probably heard more about than those already discussed. It is, in fact, one of the leading health problems in the country and, as the population ages, is likely to get worse. Many people have diabetes and don't know it.

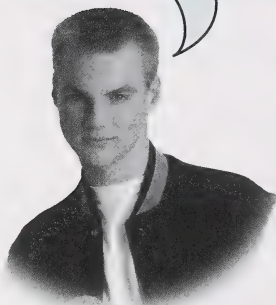
Diabetes is a chronic disease that affects the conversion of food into energy. It can be controlled but not cured. Normally, in digestion, carbohydrates are converted into glucose; the glucose, in turn, enters the bloodstream, which carries it to cells all over the body. Insulin, a hormone produced by cells in the pancreas called *islets of Langerhans*, assists in the conversion of glucose into energy for use by the cells; it allows the body cells to absorb glucose through the cell membrane. In diabetes, this process is interrupted.

Diabetes occurs either because no insulin is being produced, because there's insufficient insulin production, or because the insulin that is produced isn't used efficiently. When any of these things happen, glucose can't enter the body's cells; instead, it accumulates in the blood. Some of the surplus glucose will be filtered by kidneys and passed into the urine.



There are two distinct types of diabetes. Type I (also called *juvenile-onset diabetes*) occurs usually before the age of 15. It appears suddenly and progresses rapidly. Symptoms include abnormal thirst, frequent urination, rapid weight loss, unusual hunger, irritability, fatigue, weakness, nausea, and vomiting. People with type I diabetes require daily injections of insulin because the pancreas produces little or none. Type I diabetes may be inherited.

Hey, my parents say I've been irritable lately, and I always seem to be hungry. And some days I'm pretty tired. I'm getting worried.



Now don't become a hypochondriac. Everyone is irritable at times, and mood swings are especially typical of the teen years. So is hunger. Believe me, you'll know if you've got type I diabetes; the symptoms are hard to miss.



Type II (or *adult-onset*) diabetes usually occurs over in people over 40 years of age. This is the most common form of the disease, accounting for about 90 percent of the cases. It's caused by a cell-receptor deficit; the result is that cells can't use insulin effectively.

This variety of diabetes is usually controlled by diet and exercise and, in some cases, oral medication or insulin injections. The onset of type II diabetes is gradual and often goes undetected for years. Symptoms include excessive thirst, drowsiness, blurred vision, tingling or numbness in the hands and feet, skin infections, itching, and the slow-healing of cuts.

About 80 percent of all type II patients are overweight when diagnosed. Type II diabetes is linked to heredity, obesity, and inactivity. Studies suggest that regular exercise helps to control the blood-sugar levels of diabetics. Along with weight control, it can also aid in the prevention of the disease.

8. a. Are any members of your family diabetic? If so, do they have type I or type II diabetes?
- b. If there are diabetics in your family, identify any medications they use and any lifestyle changes they've made to manage their disease.

cystic fibrosis:

an inherited disease of the exocrine glands that affects principally the respiratory, pancreatic, and sweat glands

Compare your answers with those in the Appendix, Section 4: Activity 1.

Cystic fibrosis is a disorder that affects the mucous-secreting glands and the sweat glands. It's most common in Caucasians. Cystic fibrosis is characterized by excessive, thick, mucous secretions of the linings of the bronchi, intestine, and pancreatic ducts resulting in the blockage of these vital organs. This can cause the affected person to become very ill.

People with cystic fibrosis have frequent respiratory infections along with high losses of salt, fats, and fat-soluble vitamins. This disease is usually inherited and can be passed on from either parent. At one time, most people born with cystic fibrosis died in childhood; but now, with appropriate care and medications, many people with the disease are living well into adulthood, and their prospects for a normal lifespan are getting considerably brighter.

▼
Tay-Sachs disease: a fatal, hereditary enzyme disease that affects chiefly children of Jewish descent
▲

Tay-Sachs disease is a hereditary disorder that affects the brain. The result is destruction of the nervous system. The life expectancy for a person born with this condition is only three to four years. Tay-Sachs disease is genetically linked principally to a few people of Jewish descent.

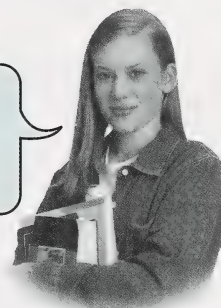


Of course, heredity plays a role for many far more common diseases, though other factors come into play as well. For example, **osteoporosis** is a condition older people get whereby their bones become fragile and break easily. One in every four women, and one in every eight men, over the age of 50 has it to some degree. If you know it runs in your family, you can take steps early in life—like drinking lots of milk and getting plenty of exercise—to help prevent, or at least postpone, it.

▼
osteoporosis: a condition, normally affecting older people, characterized by a loss of bone density and strength
▲

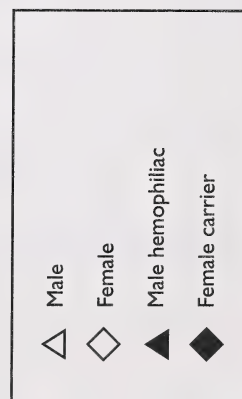
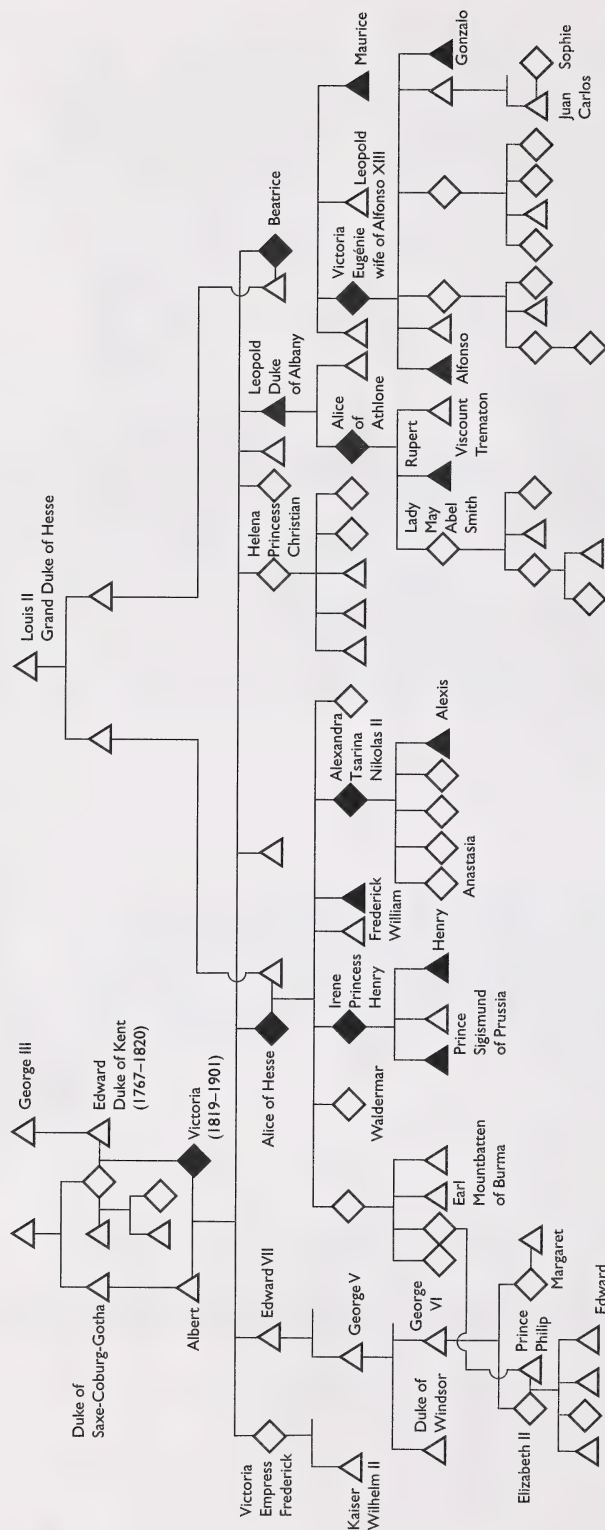
▼
mammogram: an X-ray photograph of a breast, normally used to detect cancer
▲

Yeah, and breast cancer is something you hear a lot about these days. Several women in my family have had it, so I intend to get regular **mammogram** checks so I can catch any cancer early.



9. Pedigree charts are useful for tracing the inheritance of a particular trait from parents through successive generations of offspring. What follows is one of the most famous pedigree charts in the world. It shows how the gene for hemophilia was passed down from Queen Victoria of England to manifest itself in a number of males in the royal families of Europe. Because there has always been a great deal of intermarriage throughout the royal houses of Europe, the gene quickly spread to several of them.

Study the chart. Then answer the questions that follow it.



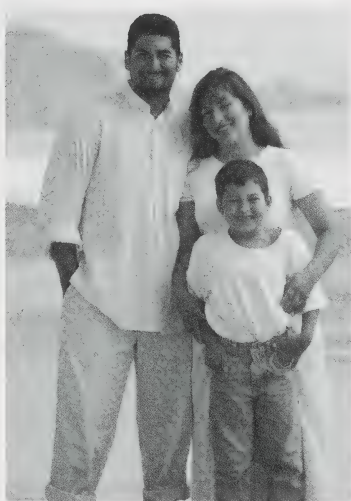
- a. Trace the inheritance of hemophilia from Queen Victoria to Alexis, the crown prince of Russia. Why was Alexis the only child in his family to be a hemophiliac?
- b. Could any of Alexis's sisters be carriers of the gene? Explain your answer.
- c. Why is the Royal Family of England (look for Elizabeth II) free of hemophilia today?
- d. The gene for hemophilia seems to have begun in the royal houses of Europe with Queen Victoria of England. Suggest how she might have acquired it.

Compare your answers with those in the Appendix, Section 4: Activity 1.

In this activity, you've been introduced to the idea of a family health history, and you've looked at a few examples of typical diseases that can be passed from generation to generation within families. At this point, you should be in a good position to begin work on a family health history of your own. That's what you'll be doing in the next activity.

ACTIVITY 2

A Health History



OK, are you ready to construct a health history of your own? In this activity, you'll take a look at a sample of such a history; then you'll do some research and draw up a health history for both you and your family. The good news is that part of your Section 3 Assignment will be to construct a health history of your own, so in your assignment you'll be able to use much of the material you gather while doing this activity.

Note: Some students may have legitimate reasons for not wishing to construct a health history for themselves or their families. Be sure to tell your parents what you're doing and why; and if they, or you, have serious objections, you can create a fictional health history. You won't benefit quite as much from creating a fictional account, but learning how to work through the process should be helpful to you later in life.

It's important to remember that a personal health history that includes any genetic predisposition to disease should be kept a secret or shared with only a few, carefully chosen people. This is because it's possible that future scientific, social, or political developments might occur that could conceivably result in information of this sort harming you if it's been made public. Even now, insurance companies can refuse people coverage if they're deemed to have a potential health risk.

Bearing this warning in mind, a recorded health history provides a personal resource of knowledge that can be very helpful in working out strategies for achieving and maintaining good health. The information in the history will help you to make informed decisions and plan ahead for good health care. It will enable you to better understand your chances of developing certain diseases and to adopt appropriate changes in your lifestyle and take other preventive measures. A health history should include all of the following:

- hereditary diseases that run in the family and the resulting predisposition (susceptibility) to health problems
- any medical conditions you presently have or have had
- childhood diseases
- hospitalizations and surgery
- immunization records
- any regular medications you use and lifestyle changes you've made to improve your health



A fuller health history can also include relevant details from the health of family members. This can help pinpoint those hereditary predispositions with greater accuracy.

Here's an example of a health history of a middle-aged man; naturally, your own will be rather different and probably not as long. You can use it as a sample for your own, though you needn't follow its format exactly. What matters is that you do the research and put down the information in an organized, coherent fashion.

SAMPLE HEALTH HISTORY

Name: Samuel Van Hornum

Date of Birth: August 19, 1951

Part I: Family Medical History:

- **Maternal Side:**

- great-grandfather died of heart attack at age 53
- great-grandmother died in childbirth at age 34
- grandfather died of cancer of the bowel at age 75
 - smoked cigars most of his life
- grandmother died in car accident at age 62
 - had a history of asthma attacks in the spring and fall of the year
- mother alive and well at age 71
 - had breast tumor removed six years ago
 - as a child had measles, mumps, chicken pox, scarlet fever, and pneumonia
 - had immunizations

- **Paternal Side:**

- great-grandfather died in farm accident at age 46
- great-grandmother died of a stroke at age 89
- grandfather died from emphysema at age 78
 - was a farmer
 - smoked cigarettes heavily
- grandmother died of pneumonia at age 89
 - was a cigarette smoker
- father alive at age 76
 - has had one heart attack and by-pass surgery at age 69
 - as a child had measles, mumps, and chicken pox
 - had immunizations

- **Other Relatives:**

- three of mother's siblings had cancer of the lower bowel
- two of mother's siblings have asthma from allergies
- two of father's brothers had heart disease requiring surgery
- one of father's sisters had treatment for breast cancer

Part 2: Personal Medical History

• Childhood Diseases:

- measles
- chicken pox
- pneumonia
- recurrent tonsillitis
- rubella (German measles)
- mumps
- frequent ear infections

• Immunization Record:

- polio
- diphtheria
- smallpox
- tetanus

• Surgeries:

- tonsils and adenoids removed, age 10
- skin graft attached to index finger, left hand, after table-saw accident, age 29
- appendix removed, age 32
- nasal polyps removed and septum straightened, age 41

• Hospitalizations:

- four surgeries as above
- twice as a child for ear/throat infections

• Injuries:

- broken tibia/fibula, right leg, age 9, from fall from tree
- front tooth knocked out in hockey game, age 15; bridge installed
- tip of index finger, left hand, removed by table saw, age 29

• Medical Conditions:

- asthma
- spring and fall allergies
- some **osteoarthritis** in knees and left hip
- slight functional, systolic **heart murmur**
- slightly elevated blood pressure

• Possible Inherited Predispositions to Disease

- heart disease
- bowel cancer
- stroke (blood pressure)
- asthma

• Medications

- asthma inhaler
- antihistamines, spring and fall (allergies)
- aspirin (arthritis)
- multivitamin supplements

• Lifestyle Modifications

- quit smoking, 1977
- tries to eat “heart smart” diet
- jogs twice a week
- monitors blood pressure with home monitor; sees doctor regularly
- has yearly physical examination with special check for cancer of lower bowel and heart disease

osteoarthritis:
arthritis resulting from degeneration of the cartilage and bone in the joints

heart murmur:
a sound made by a heart valve indicating that some blood is seeping back through the valve between heartbeats

Your own health history will, naturally, be very different from this one. For one thing, you're probably much younger than Mr. Van Hornum, and this will make a big difference in your medical history. Note, too, that you should be able to find more detailed records of immunization. Many immunizations require repeated doses; your record should tell you precisely what immunizations you've had and when. This should tell you if they're up-to-date. If you have any questions about this sort of thing, contact a community health nurse for details.

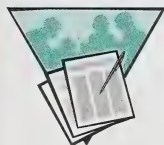
All right, now it's time to get to work and construct your own health history. Include as much as you can discover about the health of family members in order to get an idea of any hereditary conditions that you should look out for, but be sure to get permission from any living family members you include. And remember, if for some reason this is too sensitive a topic for you, you may produce a fictional record, though this won't be of as much value to you.



Task Management

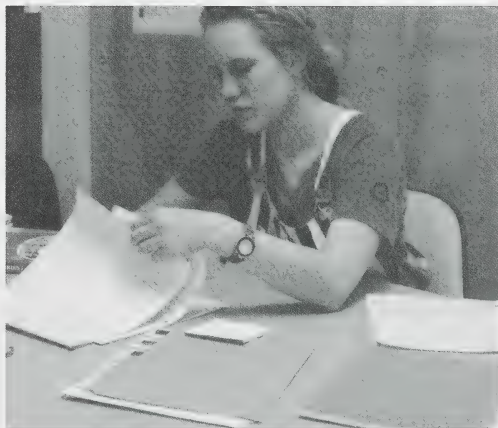


Communication



For your research, your parents and other family members would make a good place to start; they should have most of the information you need. Your parents should have your immunization records. If they don't, check with a community health nurse in your area. Include as much detail in your history as you think is relevant. The more you learn and put down, the better the picture you'll get of your own health situation. This will help you do a better job in the next activity, where you'll be drawing up a personal action plan.

If you were adopted into your family, naturally the family component of your health history won't have the direct relevance to you that it will to other students. But do the research anyway; it's good practice, and perhaps you'll find it interesting.

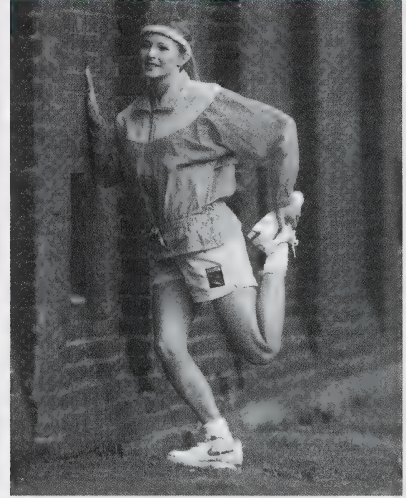


ACTIVITY 3

An Action Plan for Well-Being

Have you had enough of researching your own health record and that of your family? Or have you, perhaps, found it rather interesting? The fact is that most people enjoy being the centre of their own research; it can be fascinating to learn things about yourself.

But as interesting as it may be, simply delving into your own health record isn't of much use if it just stops there. Now that you have a better idea of your health history and the sorts of things you should, perhaps, be keeping an eye on, the next step is to develop a personal action plan based on that knowledge. This way, you'll be able to put your findings to work and take positive steps to improve or protect your own health and well-being.



And naturally, the hope is that you won't simply draw up an action plan and forget it. You should try to put the plan into effect and get into the habit of making more such plans—and modifying them as you have to—throughout your life. Taking responsibility for your own health is an important part of growing up.

Here's a personal action plan drawn up by one individual. Note that in the column in the far left she indicates three areas on which she plans to focus; the rest of the chart is set up to help her establish goals and devise strategies to achieve them. Naturally, you may have more than three focus areas for your own action plan. For purposes of this activity and the assignment that will follow it, you need to focus on only three areas; but if you feel that there are other areas in your life related to health and well-being that you want to change, by all means come up with as many focus areas as you feel are desirable.

PERSONAL ACTION PLAN—HEDY BROWN

Focus Areas (Strengths & Concerns)	Goals		Action Plan	Resources	Rewards
	Short	Long			
being a non-smoker	Continue to be a non-smoker.	Be a lifelong non-smoker.	<ul style="list-style-type: none"> Don't hang out at the convenience store or in the school yard where the smokers are. Choose non-smokers as friends. Resist temptation to "be cool." 	<ul style="list-style-type: none"> family friends anti-smoking literature 	<ul style="list-style-type: none"> longer life expectancy healthy lungs more stamina more money for other things better performance at sports
getting no physical exercise except for phys. ed. class	<ul style="list-style-type: none"> Take swimming lessons. Play volleyball in intramurals at school. Cycle or walk to school. Work out after school. 	<ul style="list-style-type: none"> Continue swimming lessons and attain lifesaving certificate. Take one intramural activity per term. Become a lifelong cyclist (walker). Learn to welcome exercise, not avoid it. 	<ul style="list-style-type: none"> Register for swimming lessons. Sign up for intramural volleyball. Commit to learning skills in phys. ed. classes. Get a bike; use it. Sign up for weight training. 	<ul style="list-style-type: none"> friends intramural coach family weight-training coach self-help books and videos on physical fitness 	<ul style="list-style-type: none"> being physically fit pleasing parents being socially accepted by peers having sense of accomplishment increasing sense of well-being
<ul style="list-style-type: none"> avoiding (or detecting) colon cancer (pre-disposition on father's side) 	<ul style="list-style-type: none"> Increase fibre in diet. Eat more fruit. Have a check-up. Learn about colon cancer. 	<ul style="list-style-type: none"> Change diet for lifetime. Have annual examinations. 	<ul style="list-style-type: none"> Discuss situation with doctor. Buy a book and learn what I can. Investigate high-fibre diet and cooking. 	<ul style="list-style-type: none"> family doctor Canadian Cancer Foundation books, magazines, pamphlets health food store 	<ul style="list-style-type: none"> remain cancer-free or detect it early increase life expectancy be healthier



Now use the chart that follows (or a larger one you can make yourself) to draw up your own personal action plan for well-being. Focus on the three areas that you've determined—perhaps by doing your personal health record—are most important to you at the moment. Part of your Section 3 Assignment will involve submitting a good copy of your plan for assessment, so you can regard what you're about to do as the rough work for that assignment question.

PERSONAL ACTION PLAN

Focus Areas (Strengths & Concerns)	Goals		Action Plan	Resources	Rewards
	Short	Long			

In this activity, you've made up a personal action plan in response to some of the health/wellness issues you thought about in Activity 2. Remember that this isn't something you simply do and forget about. As you grow older and your lifestyle changes, you should try to get into the habit of reviewing your health and wellness priorities and making new plans as this seems appropriate. You're living in an age where people are expected more and more to take responsibility for their own health, and making action plans—and sticking to them—is one step in this process.

FOLLOW-UP ACTIVITIES

If you had difficulties understanding the concepts in the activities, it's recommended that you do the Extra help. If you have a clear understanding of the concepts, it's recommended that you do the Enrichment.



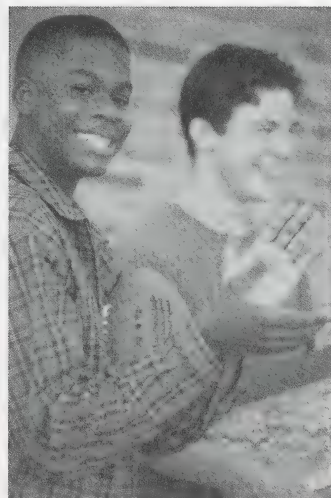
Extra Help

This section was designed to help you research and think about your own personal health record and then to design an action plan tailor-made for you and the health issues that you've decided are important at this stage in your life. What's really important here isn't that you be able to define Tay-Sachs disease or describe the symptoms of cystic fibrosis if these conditions don't run in your family. Rather, what's important is that you learn how to develop plans of action and take positive steps to deal with issues that actually concern you. And these issues needn't be as serious as diabetes or colon cancer; in fact, as a teenager, you're more likely to be concerned with things like getting rid of acne, responding to pressures to smoke and drink, and making the school volleyball team.

What follows will give you a bit more practice in developing a personal action plan for someone who may be much like you.

Mike is a 15-year-old grade-10 student. He's been thinking about his personal health history and has decided that he's one of the lucky ones; he really doesn't have any serious concerns at this stage in his life. However, he's always been sensitive about his weight and his physique; he's definitely on the skinny side, and he'd like to bulk up a bit. He'd also like to increase his physical strength (especially in his arms and legs) to improve his football playing. Mike is also concerned with the number of pimples he has; they may not be a serious problem, but he does find them embarrassing.

Using the chart that follows (or a larger one you can make yourself), create an action plan for Mike. Decide on sensible, realistic goals, and devise a plan of attack that would help Mike achieve those goals.



Innovation



Safety



PERSONAL ACTION PLAN—MIKE

Focus Areas (Strengths & Concerns)	Goals		Action Plan	Resources	Rewards
	Short	Long			

Compare your chart with the one in the Appendix, Section 4: Extra Help.



Enrichment

In this section, you've been introduced to a number of diseases and conditions that are, to a greater or lesser degree, hereditary in nature. There are, of course, other such diseases, and there are many other health conditions that you or a friend or family member might have that aren't hereditary in nature—or not to the same degree as those you've looked at.

Task Management



If there's a disease or condition with some relevance to yourself—or which you'd simply like to learn more about—now would be a good time to do some research. You could begin with your library; it likely has a medical section that would give you a good deal of information.

Your community health centre should also be able to supply you with literature on the topic you're researching, or, if it's a rare condition, direct you to where you can get information. And, of course, if you have access to the Internet, it should be able to supply you with a great deal of material. Simply use your favourite search engine, enter the name of the condition you're researching as your key word, and see what turns up (always bearing in mind, of course, that since anyone can post information on the Internet, what you read may not be entirely accurate in all situations).

Innovation



Safety



To turn this into a more practically useful exercise, if you're researching a condition that runs in your family, use the information you gather to develop an action plan that might help you or a family member avoid, or minimize the effects of, the problem. For instance, changes early in life in diet and exercise can go a long way toward preventing, postponing, or minimizing the impact of type II diabetes. This is true of many other conditions, such as some cancers, heart disease, and osteoporosis.

CONCLUSION



In this section, you've looked at the influence of family in your life from a different perspective. You've researched family health histories and come up with one of your own. You've also used the material you uncovered to produce a personal action plan to help you promote your own health and well-being. If you make a point of monitoring your health throughout your life, keeping informed about any diseases, conditions, or predispositions to illness you might have, and adjusting your lifestyle accordingly, you'll be in a position to maximize your potential for a healthy, active, and productive life.

ASSIGNMENT

Turn to Assignment Booklet B and do the assignment for Section 4.



Career and Life Choices



HAVE you ever stopped to consider the effects that the choices you make about things like jobs and your career will have on your family, your friends, and your community? Chances are you haven't spent too much time thinking about the broader implication of the decisions you make; often there are too many more immediate factors to take into account in a decision-making situation. But, as you approach adulthood, it's important once in a while to sit back and look at the big picture; you may be surprised at the effects that decisions you make about yourself have on others.

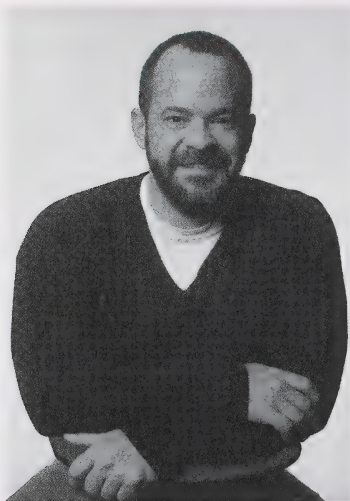
In this section, you'll be looking at the implications your career decisions will have on yourself and other people. When you've finished the section, you should be able to explain the impact your career and life decisions are likely to have on your family and friends and your community at large—as well as on yourself.

SECTION 5

ACTIVITY I

Your Life Choices and Their Effects

A Decision and Its Effects



Somehow Lorne had always known that he wanted to be a teacher; he'd loved working with kids as a counsellor at summer camp and as a swimming instructor at the local pool. When he applied to a nearby university for admission into the Faculty of Education, friends warned him that there were very few teaching jobs available in Nova Scotia, where he lived; but Lorne decided that he really wanted to teach and he'd worry about getting a job after he graduated. Maybe things would improve.

Upon graduation, Lorne had to face up to the fact that there were still very few teaching jobs in the area—more particularly, near his home town, where he'd hoped to settle down and raise a family. Not willing to concede defeat, Lorne

sent off applications across the country; he was ultimately rewarded with a job offer in a small Alberta town.

"What a great chance for some adventure," thought Lorne. He figured he'd move out west for two or three years, learn about life in another part of Canada, and then come home. As an experienced teacher with good references, he felt sure he'd get a job in Nova Scotia then.

As it turned out, things didn't work out quite like that. For one thing, Lorne found he liked Alberta; and, after a couple of years, he'd made a lot of friends. He'd also fallen in love and married an Alberta girl. They bought a house and began to think of having children. To top things off, Lorne had lost contact with quite a few of his old friends back east; the fact is, he had a new life out west and his old life didn't have the same pull it had once had.

Lorne stayed in Alberta. He and his wife ultimately had three children, and Lorne became principal of his school. His children were all raised as Albertans; to them Nova Scotia was a place far away where they sometimes went on summer holidays to visit relatives.

1. Lorne's decision to accept a teaching job in Alberta was one he made quite lightly. He was young, he wanted to teach, and the whole thing seemed to offer some adventure. But the implications of his decision on himself, his family, and his community were enormous.

Make a chart like the one that follows. In it, suggest in point form some of the implications Lorne's career decision had on each of the people or groups listed.

Self	
Parents, Brothers, and Sisters	
Home Town	
Family in Alberta	

Compare your chart with the one in the Appendix, Section 5: Activity 1.

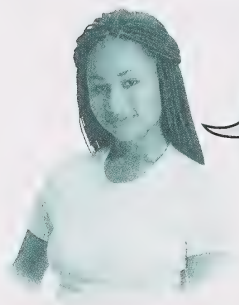
As you can see from this example, a career/life decision that seems quite simple can have very far-reaching implications. Lorne's decision ended up affecting many lives, both positively and negatively. Just as a pebble tossed into the middle of a quiet pond makes many ripples that spread across the surface, so, too, important choices people make can have effects they never anticipated.

If Lorne had thought about all the long-range effects of his decision to move west, he might still have gone; and then again, he might not. If you want to make the best decisions you possibly can in your life, it's important to think about the impact those decisions will have on yourself, people close to you, and your community. At least then you'll be in a position to make the best decisions possible.

Career/Life Decisions

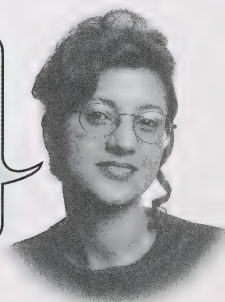
In the preceding discussion, mention was made of *career decisions*. Before going any farther, it's important to be clear about just how the word *career* is being used here. The fact is that it's being used in a broader sense than usual. For the purposes of this course, *career* means more than simply the employment you'll have as an adult. As well, it includes things like the following:

- any jobs you may take on at any point in your life—including now
- any volunteering or other community activities you may be involved in
- your life and responsibilities as a family member
- your friendships and the roles and responsibilities they entail
- your life as a member of a community and as a citizen



Wow, that's a pretty broad definition of *career*. Is there anything it doesn't include?

Not much, really. It recognizes the interconnectedness of so many aspects of life. You've seen how Lorne's "career" decision affected just about everything in his life. That's the concept of career we're working with here. Perhaps speaking of "personal life choices" might be simpler. Any major decisions in your life will really fall into this category.



Of course, deciding to move from one side of the country to the other is a rather extreme example of a career/life decision. At your age, it's unlikely that many of your career decisions will have quite the far-ranging implications that Lorne's did, but you might be surprised at the consequences the simplest decisions do have.

For example, you decide that on top of your after-school job three days a week, you'll volunteer every weekend at a local shelter for abused women and children. Here are a few obvious effects of your decision:

- You'll have less free time to engage in other activities, like sports and hobbies.
 - Your school work may suffer.
 - Your friends will see less of you; you may find yourself drifting away from them.
 - You'll have less opportunity to spend your money; your savings should increase.
 - You'll see less of your family.
 - You'll likely develop your sense of responsibility and personal satisfaction.
 - You'll increase your awareness and understanding of abuse and its effects on families.
 - Your community will benefit from your volunteer time.
 - You'll get to know people you'd otherwise never have made contact with.
 - You'll have something important to add to your job résumé.
2. Think of a career/life decision a member of your family or someone else you know has made recently. List all the influences you can think of that the decision has had on the person, his or her family and friends, and the community in which the person lives. If it helps, set up a chart like the one that follows.

Self	Family	Friends	Community

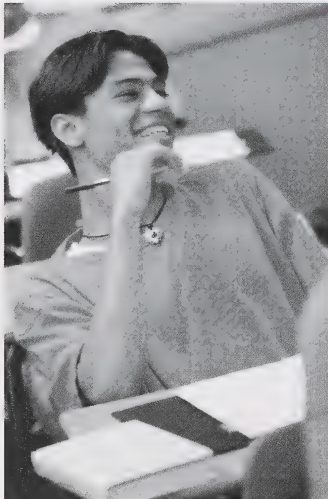
3. Imagine that you've made a personal career choice to work at a local retail store for 15 months before attending Red Deer College for a two-year transfer program in criminology. Explain the effects this career decision will have on you, your family, your friends, and your community. If it helps, construct a chart like the one you used in question 2.

Compare your answers with those in the Appendix, Section 5: Activity 1.

In this activity, you've been introduced to the idea that any decision you may make relating to employment and career, even if it involves something as simple as an after-school job, can have effects not only on you but on your family, your friends, and your community. In the next activity, you'll be exploring this idea further, and thinking a bit more about the far-ranging impacts that career decisions can have.

ACTIVITY 2

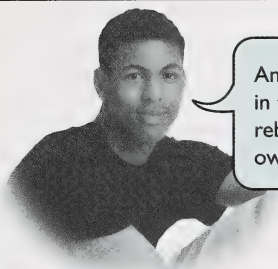
Career/Life Decisions: A Closer Look



If you decide to get a part-time job at the local swimming pool, enrol in a cosmetology program, quit school for a year before heading off to university, volunteer at the community nursing home—in fact, if you make any career-related decision—chances are pretty good that you've thought about at least some of the effects the choice will have on your own life. You may not have thought through all the long-term effects (think back to Lorne in Activity 1), but you've likely considered the immediate impact it will have on you and your daily activities. But how likely is it that you've thought about how the decision will affect your family, friends, and community? In this activity, the focus will be on how your own personal career/life decisions can affect the people near you and your community at large.

Effects on Your Family

When you were very young, your identity was bound up almost entirely with your family. A fundamental part of the process of growing up involves developing your own sense of who you are—independent of your parents.



And that's one of the reasons why teenagers, especially in their earlier teen years, are famous for being so rebellious. It's part of the process of establishing their own individuality.

Yeah, I remember back when I was about 13. I wouldn't even be seen in public with my parents. Now it's not so bad, though; I guess I'm confident enough in who I am that I can admit to the world again that I have a family.



Certainly when you were a child, your parents profoundly influenced every decision you made. All your emotional support came from your family. Now that you're older, however, you may not be as aware of just how deeply your decisions can effect family members—and how much those members still probably influence your decisions.

It's likely, for instance, that if you're a high school student, you're starting to think about what you'll do after you've graduated. Chances are that you're planning either to get a job or enrol in a program that will ultimately lead to a career. Either way, your choice may well involve leaving home, and chances are you're beginning to look forward to that day; after all, it's a landmark in the process of growing up. But have you ever thought about how this move will affect your parents and any brothers, sisters, or other family members you live with?

1. Imagine that the day has come for you to leave home. You're going off to a college or university, where you'll be living in a residence. Suggest several effects, both positive and negative, that this move will have on your parents and other family members.
2. Of course, not only is your family affected by your career/life decisions; they also no doubt still have an influence on what decisions you make. Imagine now that your parents want you to go to university; they're convinced that having those letters after your name is the best way of ensuring a successful career. You, on the other hand, want to go to a technical school and learn a trade. This idea appeals to you more, and you've been hearing lately that it's graduates from colleges and tech schools these days who are getting the jobs—not university grads.

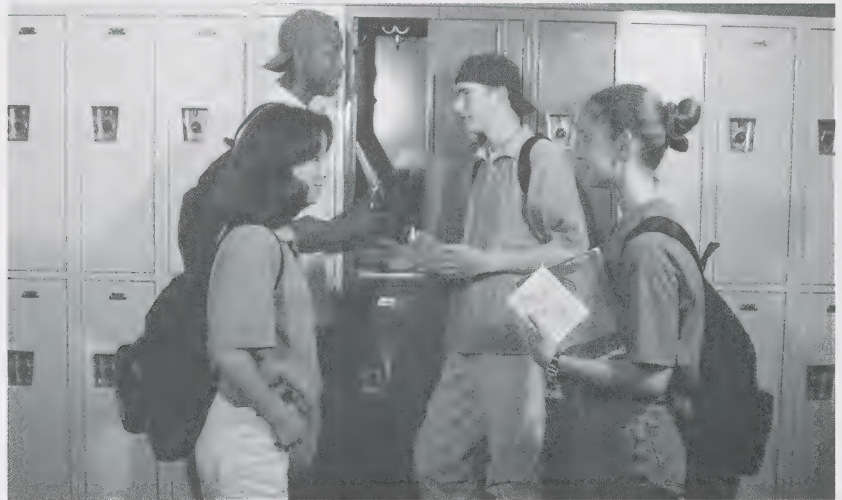
If you found yourself in this conflict with your parents, predict how it would turn out. How much influence would your parents' desires have on your decision? Be realistic, and explain your answer fully.

3. It's important to remember that it's not only when you're a young person living with your parents that career/life decisions have an impact on family members. Think, for instance, of this scenario:

Shane and Nina are married and live in a small town. They have three children under the age of 10. Shane has been told that he must return to college in the city and upgrade his education before he can hope for any more promotions or wage increases. Nina is a nurse who works on shifts at the local hospital. If Shane decides to go back to college, identify some of the effects his decision will have on his family now and in the future.

Compare your answers with those in the Appendix, Section 5: Activity 2.

Effects on Your Friends



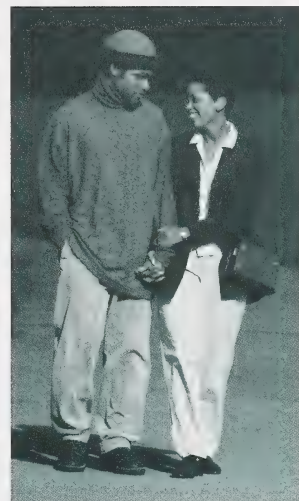
As a young person living at home, if you stop to consider the impact of any career-related decisions on other people, it's very likely that it's the members of your immediate family that you think about first. But as you mature, you'll probably be turning more and more to friends for emotional support and a sense of identity. In fact, as a teenager, you've probably already started to make this leap. And that means that the decisions you make will in all likelihood affect your friends as well as your family. The scenario that follows illustrates this:

Kirstein and James have gone out all through high school. Now, as they're beginning their graduation year, they each have to make some personal life/career choices. They've never talked seriously about marriage; but for three years, they've never done anything or gone anywhere new without each other. They've always made decisions together and been there to support each other. They've both had part-time jobs at a local fast-food restaurant and arranged their time off together.

Now Kirstein and James are having to make some choices. Kirstein wants to become a physiotherapist, and she's discovered that there are a limited number of post-secondary institutions from which she can choose, and most of them are at least 300 kilometres from her home town. James, on the other hand, hasn't made a definite decision as to what he wants to do and thinks he'd like to work in his home town for a year while he decides. Kirstein has said she doesn't want to wait that long before going into post-secondary education, and she thinks James should come with her and take a general-studies program until he decides. Meanwhile, James is trying to convince her to stay back with him to work and go to college next year. They've had some long discussions about this. Kirstein's parents want her to do her studies now so she'll have completed her education sooner. James is trying to influence her to wait for him so they can go together.

4. Now answer these questions, based on the preceding scenario.

- a. If Kirstein doesn't let James influence her decision and goes on to a post-secondary program, what do you think will happen to their relationship? Give reasons for your answer.
- b. If Kirstein lets James influence her decision and stays home to work for a year, what do you think will likely happen? Give your reasons.
- c. If James goes to college with Kirstein and does a general-studies program, what do you think will probably happen? Explain your answer.
- d. What do you think Kirstein should do? Give your reasons.
- e. Do you think there are times when you must make your own decisions and not let your friends influence you? Can you give **two** examples when a friend's influence wasn't good for you?



Compare your answers with those in the Appendix, Section 5: Activity 2.

Effects on Your Community

Think for a few minutes about the word *community*. Just what does this term mean to you? Most people think at once of the town or city they live in or, if they live in a large urban centre, perhaps the neighbourhood in which their home is located. But community can mean more than that; in fact, the word can be taken in a broad context to mean any larger group of which an individual feels a part. In this sense, it can mean a school, a church, a club or organization—even, these days, a grouping of people sharing similar interests who get together by means of the Internet. Perhaps these people have never met in real life, but if they've developed a strong sense of bonding and friendship, they've established a community.

A community is, therefore, simply an extension of a person's connections with other people that goes beyond family and immediate friends. For most teenagers, the aspects of community that are most important to them remain things like town, neighbourhood, school, and, perhaps, church.

The degree of solidarity people feel with their communities varies from person to person. It's often—but not always—the case that people growing up in a small town have a stronger sense of connection with the actual physical community in which they live than do people from larger



centres. People who move frequently, by contrast, often have trouble establishing a feeling of community for any one place. Still, most human beings do feel that they're a part of a world that's bigger than themselves and their family and friends; in other words, they have a sense of belonging to a community.

The decisions you make about jobs and your career can have an influence on your community. If you've grown up in a village or small town, this idea will probably mean more to you than if you've lived in a big city.

Imagine, for instance, that you've lived in a small northern town and you've decided to become a dentist and return to practise your profession in your home town. The impact on your community will be obvious. Perhaps for the first time, people won't have to travel to a larger community for dental care. You'll likely hire a dental hygienist and a receptionist for your office, so you'll be creating employment. Much of the money your office generates will likely be spent in your community, contributing to the overall standard of living within the village. And as a dentist in a small community, you'll have the chance to become a prominent citizen—someone who can contribute in other ways, such as through taking part in service clubs, local politics, and various volunteer organizations.

But wherever you live, and whatever stage you've reached in your education and employment history, your career/life decisions can affect your community. You might, for instance, as a teenager, volunteer to coach a T-ball team in your neighbourhood, thereby providing a valuable service for children. In an instance like this, you'd be serving as a coach, teacher, and role model for youngsters in your community.

5. Think of **three or four** career/life decisions you've made in recent years. Consider things like getting part-time work; volunteering in your school, church, neighbourhood, and so on; and being involved in clubs and organizations. For each decision, identify some of the influences it has had on your community.

6. Of course, it's not only true that your choices affect your community; it's also a fact that your community can influence the choices you make. Take a close look at your own community. Explain how you see it as influencing the career/life choices you've made. Try to give **two or three** examples.

7. Sam and Hoang didn't belong to any community clubs, nor did they take part in any extra-curricular activities at school. After school, they usually hung out at the local video place until suppertime; then they spent their evenings watching TV, playing video games, and hanging out with friends. Explain how their life choices are affecting themselves, their family, and their community.



Compare your answers with those in the Appendix, Section 5: Activity 2.

In this activity, you've thought a bit more closely about how your career/life decisions can affect other people. It's very important to bear this in mind as you make important choices throughout your life. If you'd like a bit more practice thinking about this sort of thing, see the Extra Help that follows.

FOLLOW-UP ACTIVITIES

If you had difficulties understanding the concepts in the activities, it's recommended that you do the Extra Help. If you have a clear understanding of the concepts, it's recommended that you do the Enrichment.



Extra Help

The topic of this section has been the effects of career/life choices on those who make them along with their families, friends, and communities. With this in mind, read the little story that follows and then answer the questions based on it.



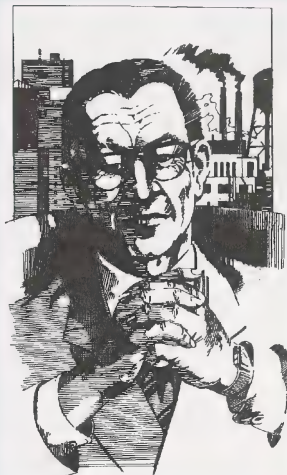
The Jefferson family lived in a mid-sized western town where the majority of people were employed at the local pulp-and-paper mill. Mr. Jefferson was an engineer in charge of the power plant at the mill. He enjoyed his job and was looking forward to retiring in another eight years at the age of 60. By then, all five of his children, now aged 14 to 20, would have completed their education and be able, he hoped, to support themselves.

In retirement, Mr. and Mrs. Jefferson hoped to have more time to pursue their interests and attend community events. Right now it seemed that both of them were volunteering at every activity their children were involved in or for the service club they both belonged to. Mr. Jefferson was proud of their family; they all had worked together to build a strong, cohesive unit with a good value system and work ethic. Now that the children were older, Mrs. Jefferson had returned to the work force and was the industrial nurse at the mill clinic. This second income had really helped financially, but it had involved some changes for the family.

Thursday afternoon, a memo came around asking all employees of the mill to attend a meeting in the local community centre the following morning. Rumours had been circulating that world demand and prices were down, and some companies were asking their employees to take salary rollbacks to avoid layoffs and closures. The Jefferson family had discussed what the meeting could possibly be about. The consensus of the family was that if everyone contributed and budgeted carefully, they could weather a rollback and still make their mortgage payments, pay their bills, and have food on the table. They'd certainly need to limit their spending on discretionary items like clothes and entertainment, however. Most importantly, the plan would mean that everyone would need to work a couple of years full-time before continuing with any further education. John, their oldest child, had done that anyway, while he made up his mind where he wanted to go.

Friday morning, Mr. and Mrs. Jefferson joined the other mill employees at the community hall expecting to be told that they'd need to take a temporary salary rollback until world prices bounced back. "We can do this for the company," thought Mr. Jefferson. "After all, they've given me employment for 30 years and my wife for 15. It's odd, though, that they didn't call a meeting of supervisors to brief us first before approaching the whole staff."

The manager of the mill approached the microphone, grim-faced and obviously very upset. "It is with great regret," he announced, "that I've called this meeting to inform you that for financial reasons our mill here will be closed down permanently at the end of this month. We will be meeting with supervisors and union officials right after this meeting to discuss how this shutdown will be handled. I'm sorry to bring you this devastating news, and I'll get more information to you as quickly as we receive it from head office." There was dead silence in the room as he spoke.



Unemployment is never easy to deal with for anyone. The older one is, the more traumatic it may be, especially if you have a family. Unemployment has many far-reaching effects—effects that can go far beyond the immediate problem of putting food on the table. Certainly, however, the issues that have to be dealt with first are paying the bills and providing the necessities of life.

1. After reading the scenario about the Jeffersons, how do you foresee that this unexpected major change in the parents' work life will affect the personal life/work choices of the various family members, the family as a whole, their friends, and the community? (You may wish to read pages 219 to 224 in your textbook before answering this question.)
2. How would you change your own personal career/life choices if you were a member of this family?

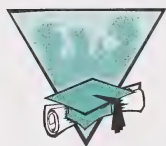
Compare your answers with those in the Appendix, Section 5: Extra Help.

Enrichment

This section has focused on career decisions. The fact that you've enrolled in this course just might indicate that you're thinking of possibly pursuing a career relating to families and family dynamics. If so, this might be a good time to begin to investigate careers in this area.

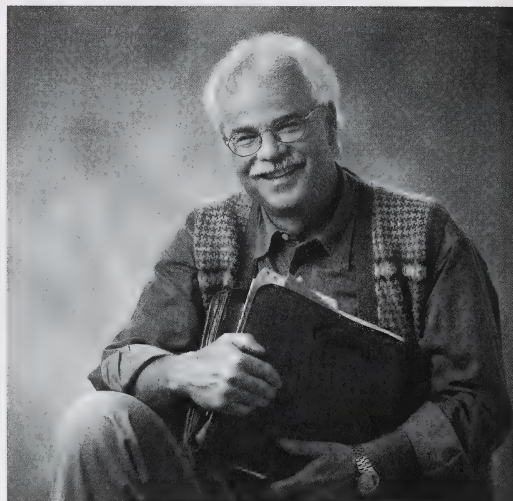
Innovation





Just what career options are open to people interested in dealing with family dynamics? In our increasingly complex society, there seems to be more and more need for people with training in a variety of areas relating to family life. Here are a few examples:

- social workers
- family counsellors
- psychologists
- psychiatrists
- lawyers specializing in family law
- ministers
- community health nurses
- employees (or volunteers) with human-services organizations such as crisis centres, distress lines, and shelters



If working in areas like these appeals to you, why not take the time now to do a little preliminary research? But how do you get started? If you're attending school, your Community Health teacher or your guidance counsellor would probably be the best person to approach for direction. He or she should be able to refer you to sources that will give you the information you're after. Another good idea is to ask your school or community librarian to direct you to relevant material. Most libraries have books like the *National Occupational Classification* that can give you a good start in your research.



If you have access to the Internet, you should find it an excellent source of information. The following websites should get you started:

- Human Resources Development Canada: Labour Market Information—
<http://www.ab.hrdc-drhc.gc.ca/lmi>
- Canada WorkinfoNet—<http://www.workinfo.net.ca>
- Alberta Learning Information Service: Alberta Occupational Profiles—
<http://www.alis.gov.ab.ca/occinfo>
- Alberta Learning Information Service: Alberta Career Information Hotline—
<http://www.alis.gov.ab.ca/hotline>

Of course, the best way to get much of the information you're after is to talk to someone who's actually doing the job you're interested in. Once you've decided on the job you're going to investigate and learned a bit about it through your research, you might consider trying to contact someone—in person or over the phone—who does that job and find out first-hand just what the job involves. It's very possible that you already know someone like this—for example, a minister or counsellor. If not, and you're studying in a classroom situation, your teacher should be able to help you arrange an interview.

It's possible that you're thinking generally of a career in this area, but you aren't ready yet to go so far as to contact people or do any serious research. If so, consider taking other Community Health courses offered at your school that are related to this area. That would be a good way to learn more and to help you make a good choice in this important career/life decision.

CONCLUSION



In this section, you've thought a bit about how the career and life decisions you make can affect yourself, your family and friends, and your community at large. This is true of high school students as well as adults; but, of course, as you get older and start making more major decisions, the impact of those decisions will become increasingly greater. This is something you should bear in mind whenever you do any important decision making throughout your life. Doing so will help you think of more of the long-term and long-range ramifications of your decisions; and this, in turn, should help you make the best career/life choices you possibly can.

ASSIGNMENT

Turn to Assignment Booklet B and do the assignment for Section 5.
Submit the Assignment Booklet for assessment.



S ♦ U ♦ M ♦ M ♦ A ♦ R ♦ Y



The focus of this course has been the family. Sections 1 and 2 provided you with a broad overview of the family in Canadian society—its roles, functions, history, authority patterns, life cycle, and so on. In Section 3, the focus shifted to the resolution of conflicts within the family, while in Section 4, health issues became the central topic. Finally, Section 5 looked briefly at the issue of career and life choices and how they affect—and are, in turn, affected by—your families, friends, and the broader community in which you live.

COURSE SURVEY FOR FAMILY DYNAMICS (CMH 1010)

After you have completed the assignments in this course, please fill out this questionnaire and mail it to the address given on the last page. This course is designed in a new distance learning format, so we are interested in your responses. Your constructive comments will be greatly appreciated, as future course revisions can then incorporate any necessary improvements.

Name _____ Age ☐ under 19 ☐ 19 to 40 ☐ over 40
Address _____ File No. _____
_____ Date _____

Design

1. The Student Module Booklet contains a variety of self-assessed activities. Did you find it helpful to be able to check your work and have immediate feedback?

☐ Yes ☐ No If yes, explain.

2. Were the questions and directions easy to understand?

☐ Yes ☐ No If no, explain.

3. Each section contains Follow-up Activities. Which type of Follow-up Activity did you choose?

- ☐ mainly Extra Help
- ☐ mainly Enrichment
- ☐ a variety
- ☐ none

Did you find these activities beneficial?

- ☐ Yes ☐ No If no, explain.

4. Did you understand what was expected in the Assignment Booklet?

- ☐ Yes ☐ No If no, explain.

5. The course materials were designed to be completed by students working independently at a distance. Were you always aware of what you had to do?

- ☐ Yes ☐ No If no, provide details.

6. This distance learning module may include an assortment of drawings, photographs, and charts.

a. Did you find the visuals in this module helpful?

- ☐ Yes ☐ No Comment on the lines below.

b. Did you find the variety of visuals in this course motivating?

- ☐ Yes ☐ No Comment on the lines below.

7. Suggestions for audiocassette, videocassette, and computer activities may have been included in the course. Did you complete these media activities?

☐ Yes ☐ No Comment on the lines below.

Only students enrolled in a junior high course need to complete the following question.

8. The Student Module Booklet may have directed you to work with your teacher. How well did you work as a team?

Student's comments: _____

Teacher's comments: _____

Course Content

1. Was enough detailed information provided to help you learn the expected skills and objectives?

☐ Yes ☐ No Comment on the lines below.

2. Did you find the workload reasonable?

☐ Yes ☐ No If no, explain.

3. Did you have any difficulty with the reading level?

☐ Yes ☐ No Please comment.

4. How would you assess your general reading level?

☐ poor reader ☐ average reader ☐ good reader

5. Was the material presented clearly and with sufficient depth?

☐ Yes ☐ No If no, explain.

General

1. What did you like least about the module?

2. What did you like most about the module?

Additional Comments

Only students enrolled with the Alberta Distance Learning Centre need to complete the remaining questions.

1. Did you contact the Alberta Distance Learning Centre for help or information while doing your course?

☐ Yes ☐ No If yes, approximately how many times? _____

Did you find the staff helpful?

☐ Yes ☐ No If no, explain.

2. Were you able to fax any of your assignment response pages?

☐ Yes ☐ No If yes, comment on the value of being able to do this.

3. If you mailed your assignment response pages, how long did it take for their return?

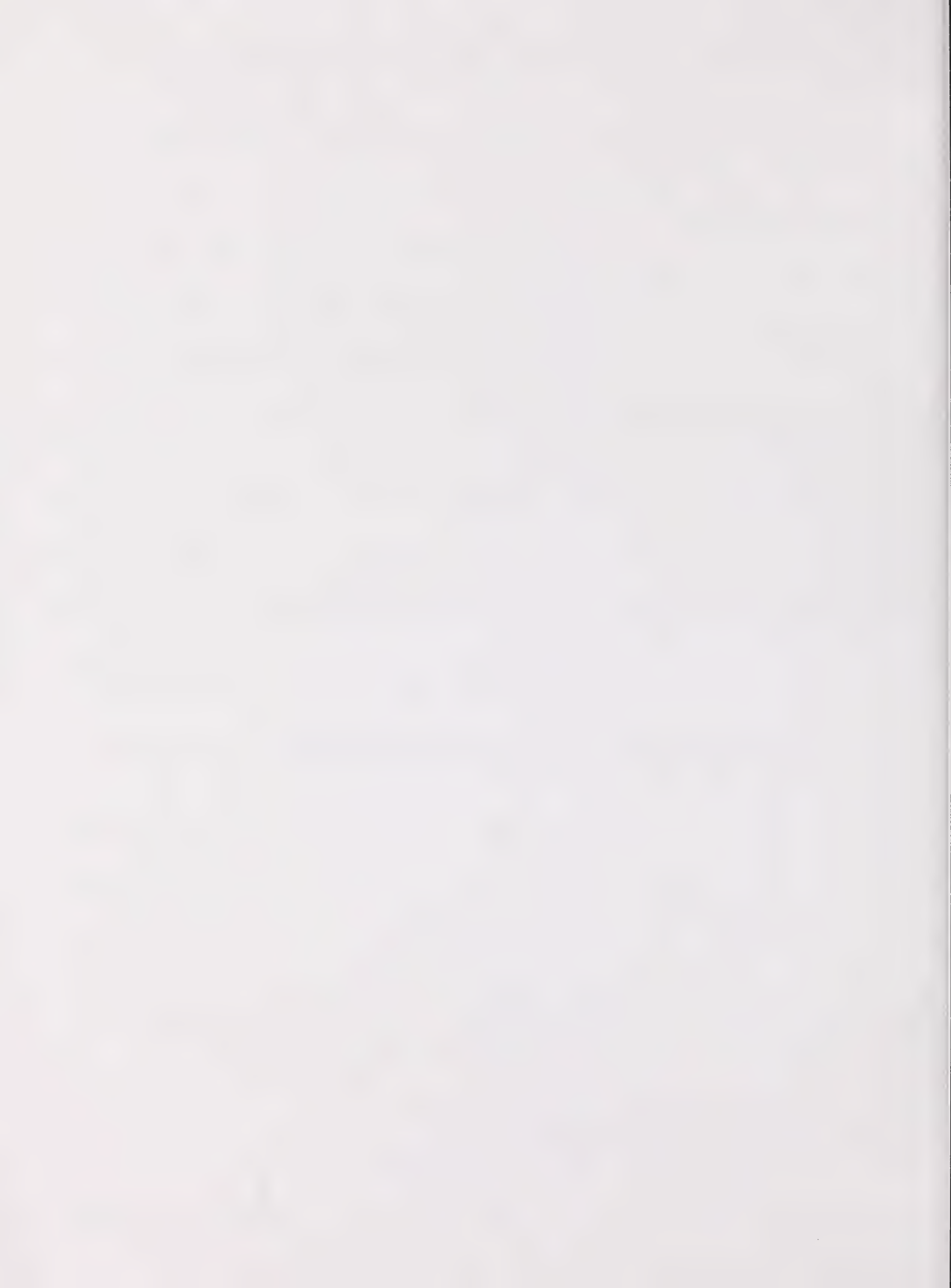
4. Was the feedback you received from your correspondence or distance learning teacher helpful?

☐ Yes ☐ No Please comment.

Thanks for taking the time to complete this questionnaire. Your feedback is important to us. Please return this questionnaire to the address on the right.

If you are enrolled at the Alberta Distance Learning Centre and will be mailing your Assignment Booklet to ADLC, you may return this questionnaire with the Assignment Booklet.

Instructional Design and Development
Learning Technologies Branch
Box 4000
Barrhead, Alberta
T7N 1P4





APPENDIX



Glossary
Suggested Answers

Glossary

active listening: listening in such a way that you try to really understand what the speaker wants to communicate

adoptive family: a family with at least one child who isn't the biological child of the parents but who has been legally adopted

appendicitis: an acute inflammation of the appendix

assertive communication: communication that is firm and positive

authoritarian style: a style of parenting whereby children are expected to obey without question

authoritative style: a style of parenting whereby parents set standards and limits based on their children's abilities

authority: the power to make decisions, give orders, and enforce obedience

autocratic style: a style of decision making whereby one person has the right and responsibility to make major decisions

barrier to communication: anything that interferes with the communication process

blended family: a family consisting of a husband and wife and children from a previous marriage of one or both of them, along, perhaps, with children from this current marriage

chicken pox: a contagious viral disease, affecting chiefly children, characterized by fever and skin blisters

chosen role: a role that a person deliberately chooses

communication: the process of sharing and receiving messages from others

communication channel: a way in which a message is sent

compromise: give in on some issues so as to get your way on others

cultural heritage: the beliefs, customs, and practices of an ethnic group passed on from one generation to the next

culture: all the various aspects of the way a specific group of people live

culture shock: the feeling of unease a person of one culture experiences when confronted with the customs, attitudes, and beliefs of another culture

cystic fibrosis: an inherited disease of the exocrine glands that affects principally the respiratory, pancreatic, and sweat glands

decision-making process: the steps and procedures needed to arrive at a decision

democratic style: a style of decision making whereby more than one person is involved in the process

dependence: within a family, a situation where some members rely on others to an unhealthy degree

diabetes: a metabolic disorder of the pancreas whereby sugar isn't properly "burned" in the tissues for energy and instead accumulates in the blood and urine

diphtheria: a contagious bacterial disease that can cause an inflammation of the heart and nervous system

dual-income family: a family where both parents have income-producing jobs

enculturation: the passing along of a culture from one generation to the next

ethnic identity: a common set of traits, customs, and practices shared by a group of people

ethnocentrism: the attitude that your own ethnic identity and its traits, customs, and practices are better than anyone else's

extended family: a family that includes relatives over and above the parents and children (and who may or may not be living in the same home)

family life cycle: the most common pattern a family follows as it moves through its various stages

family tradition: a custom that the members of a family follow on a regular basis over time and which may be passed along from generation to generation

feedback: a response to a message you've received that tells the sender whether you've understood it correctly

flextime: a system of flexible working hours that allows employees more control over the hours they work

foster family: a family that offers temporary care to children from other families

given role: a role a person automatically assumes

heart murmur: a sound made by a heart valve indicating that some blood is seeping back through the valve between heartbeats

hemophilia: a hereditary disease affecting males almost exclusively that slows down the clotting of blood so that victims can bleed to death from even small wounds

household work: the work done in the home to keep up with daily living

I-message: a message that tells how a situation makes the speaker feel

income-producing work: work that brings in money

interdependence: within a family, a healthy feeling of mutual reliance and support that doesn't smother individuality

legal guardian: a person given legal and financial responsibility for a child who isn't his or her biological child

mammogram: an X-ray photograph of a breast, normally used to detect cancer

measles: a contagious viral disease characterized by the appearance of circular red spots

mumps: a contagious viral disease characterized by fever and swelling of glands on the sides of the neck

need: a requirement for survival and proper development

negotiate: bargain or make deals

nonverbal communication: communication that doesn't use words

nuclear family: a family consisting of a mother, father, and their children

osteoarthritis: arthritis resulting from degeneration of the cartilage and bone in the joints

osteoporosis: a condition, normally affecting older people, characterized by a loss of bone density and strength

passive listening: listening in such a way that the speaker is encouraged to continue communicating

peers: people in the same general age, intellectual, or socio-economic group

permissive style: a style of parenting whereby children are allowed to set their own standards and limits

pneumonia: a disease of the lungs, viral or bacterial, characterized by inflammation and congestion

polio: short for *poliomyelitis*, a contagious viral disease that can cause permanent disability and paralysis (also called *infantile paralysis*)

role: an expected behaviour pattern associated with an individual's position in relation to others

role conflict: a disagreement over what the expectations of a role are

role expectation: the behaviour that is expected from a person in a specific role

role model: a person whom others try to copy and model their behaviour after

self-concept: the image or picture you have of the sort of person you are

self-esteem: the way you feel about yourself

service industries: businesses that provide services for people

sibling: brother or sister

sibling rivalry: the competition that can exist within a family between siblings

sickle-cell anemia: a chronic, inherited disease resulting from an interference with hemoglobin in red blood cells

smallpox: an often fatal, contagious viral disease characterized by pustules on the skin and permanent scarring

stereotype: an overly generalized, standardized idea about how people in specific categories should behave

substance abuse: addiction to chemicals such as drugs and alcohol

Tay-Sachs disease: a fatal, hereditary enzyme disease that affects chiefly children of Jewish descent

tuberculosis: a contagious bacterial disease that attacks the lungs in particular

values: beliefs and feelings about what is truly important in life that a person uses as a guide to action

value system: the complete set of a person's values

verbal communication: communication that uses words

want: a desire for something that is non-essential

you-message: a message that blames the other person for a situation

Suggested Answers

Section I: Activity I

1. Answers will vary. The fact is that while the word *family* is one everyone uses and understands, it's not an easy term to define. As you work through Activity 1, you should come to understand just how many different ideas there are on what constitutes a family. In the meantime, here are a few formal definitions to get you thinking:
 - the Census Bureau: "two or more people related by blood, marriage or adoption, living together"
 - the *Merriam-Webster's Collegiate Dictionary* (10th ed.): "a group of individuals living under one roof and usually under one head"

- the *Nelson Canadian Dictionary* (1st ed.): 1.(a) “a fundamental social group in society typically consisting of parents and their offspring” 1.(b) “two or more people who share goals and values, have commitments to one another and reside usually in the same place” 2. “all the members of a household under one roof” 3. “a group of persons sharing common ancestry”

- the Church of England’s Children’s Society: “an emotionally supportive network of adults and children, some of whom live together or have lived together”

- Answers will vary. There are a great many sorts of groupings of people who can be considered to be families—or who consider themselves to be families. The reading you’ll be doing next in your textbook will cover some of the principal ones. Compare your ideas with the units discussed in that reading.
- Compare your definitions with the definitions in the glossary of either your textbook or this Student Module Booklet.
- legal guardianship
 - foster family
 - single-parent family
 - nuclear family
 - single person
 - blended family
- Charts will vary somewhat. Compare yours with this one:

	Advantages	Disadvantages
Nuclear Family	Parents share the responsibility of raising children.	Confusion can result if parents have different approaches to child-rearing.
Single-Parent Family	A very close bond can develop between parent and child.	Juggling all the responsibilities of child-rearing can be hard for one parent.
Blended Family	Children can expand their relationships with the families of their stepparents.	It can be hard for family members to adjust to their new families.
Adoptive Family	Orphaned children are brought up in a loving family environment.	Sometimes adopted children can feel divided between their adoptive and biological parents.
Foster Family	Children from troubled homes can get the security offered by their foster family.	The temporary nature of the arrangement can be hard on both children and parents.

6. Answers will vary. Compare your ideas with the following:

- Families today tend to be smaller.
- There's usually less hard work and fewer chores for family members today.
- There are more single people living alone today.
- More couples today remain childless or postpone having children.
- There are fewer nuclear families today.
- There are more blended families today.
- There are far more single-parent families today.
- Fewer extended families live together today, though this trend seems to be reversing.
- There are far more families today in which both parents are working outside the home.
- Many more children today are looked after part-time by non-family members (for example, in day-care centres).

Did you come up with other differences?

7. a. Answers will vary, but chances are you do know people in this situation. A surprisingly large percentage of adults in their 20s and 30s are continuing to stay in their parents' homes these days.
b. Answers will vary, but the principle reason is simple economics. The cost of living on your own is so high these days that many young adults, often students or people in relatively low-paying jobs, are living at home.
8. a. Answers will vary.
b. Answers will vary. Were you at all surprised by your findings? In some ways, television shows today are more honest; for instance, they show people living in less-than-ideal family situations, and some even deal with serious issues. Still, most shows create the illusion that it's always easy to solve even difficult problems and that everything works out in the end.
9. Everyone's chart will be different, depending on the family selected and the contrasts focused on. Were you surprised at what you discovered? Did you think, as well, of the similarities between your selected family and a contemporary family of today?
10. Answers will vary. In part, your answer will depend on your own family's cultural heritage and the community in which you live. Canada is well known for promoting cultural and ethnic diversity, and immigrants continue to come to Canada from all over the world. But, at the same time, there are strong forces at work making all Canadians culturally similar—such as the mass media and pressures to conform.
11. a. Cultures all tend to share certain basic similarities because people have certain basic needs that must be met. Any culture must evolve methods of housing and feeding people, keeping order among them, settling differences, offering protection, and so on. Different cultures meet these needs in different ways, but they all must meet them.

b. While everyone has certain basic needs, different cultures have devised different ways of meeting them. Often the methods are dictated, at least in part, by what is available. For instance, a people who live by the sea will likely adopt a diet that's heavy on fish and seafood, while a people living in the tropics will eat more fruits.

12. Enculturation is the passing along of a culture from generation to generation. Families are the key to this process; as parents raise their children, these children absorb their parents' customs, practices, and attitudes; and so the culture is passed along.
13. Answers will vary. If, by any chance, your family has immigrated to Canada during your lifetime, you'll be very familiar with culture shock, especially if you came from a very different culture—in Asia or Africa, for instance. But even if you've travelled a bit or got to know someone at school who's from a different part of the world, you'll have some idea of the feeling of unease you can experience when the customs and attitudes you normally take for granted are suddenly shifted.
14. a. This is because today's communications, travel, international business, and so on, are bringing people together as never before. As this happens, differences between people are decreasing and cultural boundaries are breaking down.
- b. Answers will vary. You may feel it's basically a positive thing because forces like ethnocentrism and intolerance are giving way to a sense of togetherness and unity. On the other hand, you may worry that many interesting and unique cultural differences that add so much richness to human life are gradually being lost as the world moves toward one large, similar (and chiefly western) culture.
15. Answers will vary depending on your own individual circumstance.
16. Answers will vary. This is a somewhat touchy subject. Within Canada, Alberta does seem to have a reputation for being somewhat less tolerant of ethnic groups and religious beliefs that differ markedly from the norm. On the other hand, recent studies seem to indicate that, in fact, Albertans are remarkably tolerant people, respectful of others' cultures. In part, your answer may depend on the area of the province you live in.

Whatever your answer, did you back it up with reasons?

17. Answers may vary somewhat; the sidebar on page 39 of the textbook suggests the following ways in which parents can encourage children to respect other cultures. Parents should
- be careful not to label or ridicule others
 - try to include people of other cultures in their lives
 - expose children to other cultures—for example, trying their food or visiting events with cultural themes
 - give children toys and books representing other cultures

Did you think of any other ideas?

18. Answers will be personal. Did you supply examples?
19. Answers will vary. It's possible that if you couldn't come up with five things very quickly you were simply looking too hard. Think of everyday things like talking over the events in each other's days, smiling, complementing each other on new clothes or hairdos, and just horsing around and having fun together.
20. Your textbook outlines three ways in which families transmit values to children:
- by way of example
 - by direct teaching
 - by religious training
21. A value system is a person's entire set of values; a moral code is the more specific set of principles of right and wrong that guide a person's life. For example, you may value good health and so eat lots of fruits and vegetables; but this value affects only you—it doesn't deal with right and wrong in relation to others. Therefore, it isn't part of your moral code. On the other hand, if you believe that killing animals for food is morally wrong, this value will form part of your moral code.
22. Answers will vary. If you belong to a distinct ethnic, religious, or cultural minority (or subculture), it may have been easy to give examples for this question. But people in this situation aren't the only ones who can find that they or their families have values that are at variance with those of the larger community. For instance, a family that values artistic development and self-expression but finds itself living in a community that stresses team sports and conformity can certainly claim to have values different from those around them.
23. According to your textbook, it's important to have a value system for these reasons:
- A value system is an aid in decision making.
 - Values help motivate you to do things.
 - Values keep people from behaving in undesirable ways.
 - A value system gives you strength and confidence.
 - A value system helps you be consistent in your thoughts and actions.
 - Positive values usually help you move the focus away from yourself and onto others.

Did you come up with any other ideas? Is there anything in this list that you'd disagree with?

24. a. Answers will be personal.
- b. Again, answers will be personal. It's perfectly normal for teenagers to question some of their family's values and even to reject others outright. Nevertheless, most people do continue on with most of the values they absorbed in the home in which they grew up. These values have become internalized; they help make each individual who that person is.
25. a. Answers will be personal.
- b. Again, answers will depend on students' personal experiences.

26. Answers may vary somewhat but should be quite close to the following:

- a.
 - concern for others
 - care of personal belongings, appearance, and hygiene
- b.
 - believing in yourself
 - success through hard work
 - happiness from other's success
 - family bonding
- c.
 - concern for others
 - sharing of concern
 - courtesy
 - contributing to the family
- d.
 - status/prestige
 - material possessions
 - keeping up appearances
- e.
 - motivation
 - independence
 - self-discipline
 - postponement of gratification
- f.
 - care for others
 - independence
 - honesty

Section I: Activity 2

1. Answers may vary somewhat, but they should be similar to what follows:

- a. (1) Kyla has these responsibilities to any passengers in her car:
 - Make sure they're wearing seatbelts.
 - Avoid unnecessary dangers.
 - Obey the rules of the road.
 - Make sure her vehicle is operating properly.
- (2) Kyla has these responsibilities to her family:
 - Take care of the family car.
 - Honour the trust given her when she was allowed to drive the car.
 - Drive in a safe, responsible manner.
- (3) Kyla has these responsibilities to her community as a whole:
 - Keep the streets safe by driving responsibly.
 - Respect the rights of pedestrians and other drivers.
 - Obey the rules of the road.

- b. Assuming that the driver of the truck is properly licensed, the boys in the truck have the right to drive on the roads. However, they also have the same responsibilities as Kyla and any other driver. In challenging Kyla to a race, they failed to live up to those responsibilities.
 - c. Kyla's passengers had the right to drive with Kyla, but they also had a responsibility not to encourage her to drive in an unsafe manner. They failed to live up to this responsibility.
 - d. The people in the vehicle that Kyla struck had the right to drive on the roads (assuming the driver and the vehicle were properly licensed) and the right to expect other drivers to be operating their vehicles in a safe and lawful manner. They will now have the right to sue Kyla and/or her parents for compensation for their injuries and losses. The driver of this vehicle would also have had the responsibility of driving safely, and there is no indication that he or she was failing to live up to this responsibility.
2. a. It doesn't appear that Sarah abused her rights. She invited only the six friends her parents had approved. If, however, she was responsible for spreading the word that she was having a party and that her parents were away, this could be considered irresponsible and unwise behaviour.
- b. (1) Sarah had a responsibility to prevent damage to her parents' property. She should have done whatever she could to stop the rioting and send the rowdy uninvited parties home. If persuasion failed (as it likely would), it was her responsibility to get help—perhaps by phoning a neighbour or, better yet, the police.
 - (2) Sarah's responsibility to her friends was to prevent anyone from getting hurt. In a situation like this, where fights were likely, she should probably have called the police before harm was done.
 - (3) "Parties" like this have a way of spreading out beyond their point of origin. In all likelihood, Sarah's uninvited "guests," some of whom would probably be drunk, would eventually be jumping into their vehicles and driving off. To prevent the danger this posed for others on the roads, Sarah should have done what she could to prevent this from happening; and again the best thing would have been to notify the police.

Sarah was in an awkward situation in this case. No doubt she would have felt that if she called the police, she would be extremely unpopular among some people at school. But responsibilities are like that; she had caused the situation, and it was up to her to do what was necessary to correct it, even if that entailed unpleasant consequences.

- 3. a. Leon has the responsibility to be honest with his parents and tell them the truth. Then he should work with them to overcome his problem. In all likelihood, this would involve going to outside agencies like AADAC (Alberta Alcohol and Drug Abuse Commission).
- b. Alcoholism and drug addiction are sicknesses. Leon may have behaved irresponsibly in "experimenting," but he now has a serious problem and he needs help. Most people would agree that his parents have a responsibility to work with their son to overcome his addiction.
- c. Leon went behind his parents' back in experimenting with drugs and alcohol. Then, despite their obvious concern, he refused to discuss his problem with them. Most people would agree that this violated their right to know about this important problem a family member was undergoing. Certainly every human being has the right to some privacy, and Leon does have a life of his own. He's bound to have some secrets from his parents. But when something affects other family members as deeply as a problem like this, there is a responsibility for the person with the problem to come clean.

4. This is a very difficult and very serious situation. Irina seems to be caught in a conflict of responsibilities. If she turns a blind eye to the problem, she might be endangering her sister's life; but if she notifies the authorities of the abuse, she seems to be betraying her mother. What should she do?

The bottom line here is that it's Irina's sister whose physical safety is at stake, and that has to take priority over her mother's rights. In all likelihood, Irina has tried many times already to prevent the abuse, but to no avail. Irina should now waste no time in getting outside help. Her phone book will give her the number of the Child Abuse Hotline, which offers round-the-clock service for cases just like this. Irina can either notify the authorities herself, or consult with a trusted adult who can take appropriate action. Either way, it's Irina's responsibility as a sister and a member of the community to do what she can to stop the abuse. In doing this, she'll also be getting help for her mother.

5. You probably sympathize with Rob's predicament; but if you thought about the situation from a broader perspective than his, you most likely concluded that the rights of Rob's great-grandmother have to come first. She's a family member (part of the extended family) whom Rob's parents have invited to live with them—probably because she can no longer look after herself. Given her physical limitations, she has a right to ask Rob to keep his things off the floor. True, she may seem unpleasant to Rob; but as a healthy, able-bodied member of the family, he owes a responsibility both to his parents and his great-grandmother to do what he can to keep the house safe for others.

Section I: Activity 3

1.
 - a. Answers will be personal. Probably the biggest problem you had here was casting the net wide enough. It's easy to think of the major traditions your family follows—such as religious observances and celebrations—but it's harder to remember those little things you take for granted—such as evening meals together, sending out Christmas cards, or everyone attending the same college—the family *alma mater*.
 - b. This question might have been difficult. Traditions are important in bonding among family members and maintaining that sense of being a group, but it isn't necessarily the important-looking traditions that are most important in this respect. For instance, you might feel that the few minutes you may spend with your parents after school when you share news about each other's day to be more important than religious observances that have been a part of your family's life for generations. This will be especially true if the observances have become formalities only, with little personal meaning.
2. Answers will be personal. Remember to pick a family tradition and not simply something you alone enjoy. For instance, if you go snowboarding with friends every weekend during the winter, this tradition may be very meaningful to you personally, but it's not something you share with your family.
3. Answers will vary. Alberta is fortunate in having people of so many ethnic and religious backgrounds who maintain at least some of their traditional customs. Ukrainians, Germans, Scandinavians, French Canadians, Chinese, East Indians, Aborigines, British—the list goes on and on. Chances are that if you chose to talk to people in your community about their family traditions, you didn't have far to go to find people with very different traditions from your own.

Section I: Activity 4

1. Answers will vary. Most people brought up in mainstream North American culture object to this sort of parental control, but it serves people of many other cultures very well. That can be hard for many people to see, however, because their own values and attitudes are so ingrained. It's worth remembering, though, that in most cultures and throughout most of our own history, strict parental control has been far more commonplace than the reverse.

2. Answers will vary. Most Canadian teens would instinctively prefer the democratic pattern, though it's important to realize that most families manage to achieve a mixture. Sometimes it's best for one person to take charge; other times, it's best to reach a consensus. In many two-parent families, each parent has an area of control; for instance, one might be in charge of household finances while the other looks after discipline matters.
3. Answers will be personal. Did you supply an example or two?
4. Answers will be personal. Did you supply examples?
5. Answers will be personal.
6.
 - a. According to the ways your textbook uses these terms, *dependence* describes a relationship system in which some family members rely to an unhealthy degree on others. By contrast, *interdependence* describes a relationship system where there is mutual reliance within a family but also a healthy degree of independence. In other words, family members learn to think and function on their own, but they know that others are there to support them when needed. In a family characterized by dependence, in contrast, the dependent members can't really function as responsible, mature individuals.
 - b. Answers will be personal. Were you able to supply an illustration?
7.
 - a. Wordings will vary, but your explanations should be more or less like the following:
 - (1) An authoritarian style of parenting is based on the assumption that children should be told what to do and do it without question.
 - (2) An authoritative style is based on the idea that parents should set goals, limits, and standards, but take into consideration their children's abilities, likes and dislikes, and so on.
 - (3) A permissive style is based on the idea that children will develop best if given free rein to decide what they want to do and to what degree.
 - b. Answers will vary. Many teens want more freedom than they've been given, so a permissive style of parenting has great appeal. It allows individuals to explore their own abilities and interests and so to "find themselves." If they make mistakes, the thinking goes, at least they're their own mistakes, and they'll learn from them.

There's much to be said for this approach, especially as children are nearing adulthood; but most people believe that throughout the teen years, there's still a role for parents to play in setting limits and expectations. Many parents of teens see things this way: when their children have left home, they can do what they want; but as long as they're living in their parents' home, they'll live by their parents' rules.

What do you think?

8. Answers will vary. Did you explain your reasons?

Extra Help

T	Z	E	T	H	N	O	C	E	N	T	R	I	S	M	J	Y	P	D	A	E	W
R	L	F	X	E	W	V	N	I	S	R	S	C	D	H	H	M	U	E	U	S	M
P	V	G	I	T	E	S	I	B	L	I	N	G	A	C	O	F	L	T	T	W	N
S	O	A	I	B	E	E	U	F	R	S	J	T	I	P	C	Q	U	H	B	P	
D	F	E	L	W	Y	N	O	B	P	P	I	K	F	C	P	Q	K	X	O	S	
L	D	V	B	U	Y	S	D	I	S	M	N	A	I	T	R	E	R	G	R	C	
N	A	V	E	S	E	K	I	E	N	T	U	T	D	C	J	A	F	S	I	L	
O	S	A	N	F	Y	S	S	C	D	M	A	T	L	O	E	Q	U	E	T	I	
I	S	N	R	P	T	P	X	S	N	R	A	N	E	L	P	F	O	B	A	Z	
T	K	Z	F	I	I	V	B	G	C	K	B	I	C	E	E	T	G	D	T	L	
I	L	P	U	M	T	O	O	O	V	D	J	U	E	E	E	E	I	E	I	T	
D	W	E	R	S	N	S	M	C	P	Y	N	R	K	B	P	R	Y	V	V	E	
A	A	E	R	O	E	E	C	N	N	A	I	D	R	A	U	G	W	U	E	K	
R	O	R	E	B	D	T	S	E	P	E	R	M	I	S	S	I	V	E	E	M	
T	R	S	A	P	I	D	Z	T	K	D	E	U	R	Y	E	R	O	I	S	B	
I	E	V	C	K	S	L	P	H	L	G	N	Q	E	X	H	R	D	C	O	I	
B	N	E	E	E	H	E	R	I	T	A	G	E	E	H	E	V	U	E	E	H	
B	H	E	E	C	D	B	I	K	D	R	S	R	I	E	B	E	T	I	W	E	
I	B	U	F	N	C	G	T	R	H	B	N	C	Z	F	M	A	T	E	L	R	
N	D	S	O	H	I	U	D	S	Y	Y	P	T	L	C	E	W	M	H	X	U	
B	O	C	T	R	N	A	I	R	A	T	I	R	O	H	T	U	A	Y	Q	P	
O	P	V	D	N	W	S	K	E	I	R	O	L	E	X	S	S	F	G	A	I	
R	A	E	N	O	I	T	A	R	U	T	L	U	C	N	E	M	A	P	R	O	
D	F	J	S	B	P	R	V	T	R	N	S	G	N	E	I	E	H	O	S	N	
A	U	T	O	C	R	A	T	I	C	N	E	O	K	D	E	D	N	E	L	B	

Enrichment

There are no suggested answers for this activity; but if you did any of these questions, you likely learned a good deal about one or more aspects of the family while developing your research skills.

Section 2: Activity I

1.
 - a. According to the textbook, a need is something that a person requires for survival or proper development while a want is something you desire but isn't essential.
 - b. Answers will vary. The problem is that it's very hard to identify what "proper development" is. A strong element of relativism comes into play here. Few people would argue, for instance, that "proper development" in our society today requires more resources than it would have in the simpler, poorer society of several hundred years ago. There's a fine line to be drawn between needs and wants, and probably no two people would draw it in precisely the same place.
 - c. According to Maslow, human needs can be arranged as follows, running from most basic to least:
 - physical
 - safety and security
 - love and belonging
 - esteem
 - self-actualization
 - d. Maslow's hierarchy makes it clear that it's only when the lower-order needs are looked after that people can hope to fill the higher-order ones. This means, for instance, that parents who want their children to be motivated to do well at school have to see to it that they're at least fed, housed, and protected properly and that they are provided with a home life that provides love and an atmosphere that builds self-esteem.
2. Charts will vary somewhat. Compare yours with the one that follows.

Physical Needs	<ul style="list-style-type: none">• earn money to supply needs• seek help from outside sources
Safety/Protection	<ul style="list-style-type: none">• provide health care• establish safety rules
Love and Belonging	<ul style="list-style-type: none">• care for family simply because they're family• give verbal assurances of emotional support
Self-Esteem	<ul style="list-style-type: none">• offer sincere compliments• don't put family members down
Intellectual Needs/Self-Actualization	<ul style="list-style-type: none">• get involved in children's education• do things with children that stimulate development

Section 2: Activity 2

- Answers will be personal. If you had trouble, perhaps your family isn't following the traditional pattern. You'll get the chance to think about this again when you've learned more about the cycle.
- Answers may vary. Compare your list with the following:
 - where to live
 - how to furnish the home
 - what to do about careers
 - whether to combine money or keep it separate
 - what to buy
- Answers will vary, depending, in part, on your skills. Here are a few ideas with which to compare your own:
 - Offer to baby-sit—perhaps one evening a week.
 - Offer to cook the odd meal for her family.
 - Weed her garden or do other yard work.
 - Offer to help out with the housekeeping now and then.
 - Do some baking and take it over to her.
- The principal reason is simple economics. Young people often can't afford to set up homes of their own as early as they once could. Another reason is that more and more young adults are taking post-secondary studies after high school rather than getting a job. Many live at home until they get that regular income. Some people think that there's another reason—that today's young adults are less independent and have higher material expectations than previous generations did and that many of them would rather stay home and enjoy all the benefits and security of Mom and Dad's house than toughing it out on their own. What do you think?
- The expression *empty nest* refers to how empty a home seems after the children who lived there have left. The empty-nest syndrome is the lonely, often purposeless, feeling some parents get for a while after their children have grown up and left the house. Most parents readjust quickly enough, and many find it hard to adapt once again should an adult child return home for a while.
- Charts will vary. Compare yours with the following one:

THE MIDDLE-AGED STAGE	
Advantages	Challenges
<ul style="list-style-type: none">• Often more time is available to enjoy hobbies.• Often income pressures decrease.	<ul style="list-style-type: none">• Parents may have to find a new sense of purpose.• Parents may find that their own relationship has suffered from neglect.

7. Answers will be personal. Here's one answer with which to compare your own:

- Take her out for lunch one day a week.
- Bring her to your home on Sundays and/or to church.
- Take her grocery shopping.
- Phone her frequently to see how she's doing.
- Go for walks with her.
- Ask her to teach you a skill from her youth.
- Teach her a modern skill—such as microwave cooking, programming her VCR, or using the Internet.

Did you think of other ideas?

8. Examples will vary. Here are a few examples:

- A widow, a widower, or a divorcé(e) might remarry a younger person, thereby creating a blended family with both adult children and young kids.
- A couple might choose to have no children.
- A couple who had made good money and saved much of it might choose to retire before their children had grown up.
- A couple experiencing the empty-nest syndrome might choose to adopt a child or take in foster children.
- A retired couple might find themselves having to raise a grandchild because his or her parents had died or were unable to look after the child.

There are many possibilities here. You may have known of very different sorts of situations.

9. a. Answers will be personal. Did you explain how your pattern differs?

b. Answers will be personal. You're no doubt very familiar with your own pressures, but this is a good time to put yourselves into the shoes of other family members and think about the pressures they're experiencing.

Section 2: Activity 3

1. Answers will vary, depending on your situation. A few obvious possibilities are

- big brother/sister
- kid brother/sister
- nephew/niece
- grandson/granddaughter

Over and above these roles with clear labels, you may, of course, play a variety of others. For example, one of your roles may be a baby-sitter for younger members of your family or caregiver for an invalid grandparent.

2. a. vi d. v
 b. iv e. ii
 c. iii f. i

3. a. Answers will vary. You may or may not consciously have a particular role model; but, whether you know it or not, you definitely have people after whom you model yourself. Why do children in different societies grow up to be like typical adults in those societies—in what they wear, how they think, what they believe and value, and so on? It's largely because from their earliest years they model themselves after older people they see around them.
- b. Answers will be personal. Some studies seem to show that people who consciously have role models often succeed in life particularly well. In fact, some employers interviewing job applicants ask them if they have a particular role model. It doesn't seem to matter that much who the role model is—just that you're trying to live up to the standards set by your "hero."
4. a. Answers will be personal.
- b. Answers will vary. Here are a few things you might have thought of:
- Respect your parents' opinions. They may seem outdated; but, remember, your parents have seen a lot more of life than you have.
 - Be honest.
 - Choose your moments; don't, for instance, broach a serious topic the moment your parents get home from work.
 - Show some appreciation; don't appear to take your parent's help for granted.

Did you think of anything else?

- c. Answers will be personal. If you can't answer questions like these about your parents' activities, why not take the time to begin showing some interest? Who knows? It just might open up more lines of communication.
5. Answers will be personal. Did you try to be fair in describing the situation? This can be difficult when you're directly involved. Sibling rivalry is perfectly normal; but if it becomes too intense, it can act as a destructive force. Most likely it also indicates something else amiss within the family—perhaps parents who are simply too busy to give all their children as much attention as they'd like.
6. Answers will be personal. Did you supply illustrations?
7. Answers will vary. Here are a few suggestions:
- Corinne's parents could
 - focus on her areas of strength (Perhaps Corinne is athletic or musical or artistic.)
 - make it plain that they understand that everyone is a unique individual with different strengths and weaknesses
 - be careful not to praise Ashley too much, or brag about her achievements, in Corinne's presence
 - make sure that Corinne understands that their love is unconditional—that is, that it doesn't depend upon Corinne's achievements
 - Ashley herself could
 - let Corinne know how proud she is of her little sister and her achievements
 - compliment Corinne frequently—but not so much that it seems artificial
 - play down her own academic achievements

Did you come up with other ideas?

8. Answers may vary slightly, but they will probably be close to those given here.

a. Most parents expect teenagers in the family to

- keep their rooms clean
- refrain from messing up the house too much
- be careful of the friends they invite over
- be polite, helpful, and pleasant
- contribute a fair share to the family chores
- do their schoolwork responsibly
- obey the rules of the home

b. Most employers expect teenaged part-time employees to

- be punctual and regular about showing up for work
- be reliable
- follow orders
- be respectful
- treat customers politely
- be appropriately dressed when on the job

There are many other possibilities for both these questions. It depends on how specific or how general you want to get.

9. Unless you're a very unusual person indeed, you certainly do change the way you talk and act depending on whom you're with. Different situations call for different roles and different role expectations. We all learn to adapt ourselves to these different situations, usually quite unconsciously.
10. Answers will vary, and the possibilities are endless. Stereotyping is a very pervasive practice, in large part because we often do it unconsciously. Becoming aware of it is the first step toward overcoming it.
11. The stereotyping is as follows:
- a. Girls should cook and sew, not fix motor vehicles.
 - b. Tall people all play basketball.
 - c. Afro-Canadians always have a good sense of rhythm and love the blues.
 - d. Aboriginals are not interested in career or higher education.
 - e. People of Ukrainian and eastern European extraction all like the traditional foods of that area.
 - f. Only children are spoiled and selfish.
 - g. Older people can't keep up with technological advances and are out of touch with current music trends.
12. This law is to prevent employers from discriminating against certain groups of people when hiring. Discrimination of this sort usually results from the prejudice that results from stereotyping.

13. The two kinds of work are

- household work
- income-producing work

14. Answers will be personal. Sometimes it's hard to tell precisely how accurately the jobs are split. It's important to remember, as your textbook points out, that even when household jobs are shared, women often get left with those regularly scheduled, unavoidable tasks, like getting dinner on the table at 6:00 P.M. Men, by contrast, often have more flexibility. The broken step, the lawn, the car repair—things like this can often wait awhile and be done when it's convenient.

More and more families today, however, are managing a pretty even split when it comes to household chores. But there's still some ground to be covered before things are completely fair and equitable.

Section 2: Activity 4

1. Answers will vary. Here are few things you might have thought of:

- Since elderly people generally require more health care than younger people, there will be a great pressure on the health-care system and hospitals in particular.
- Since elderly people are generally retired, there will be a great pressure on young working people for tax money to help support them.
- Better transportation services may be needed to help the elderly get around.
- Special housing may be required for older people who can't look after themselves entirely on their own.
- More support services may be needed to help the elderly with day-to-day living—for instance, cleaning and buying groceries.
- More recreational facilities may have to be built for the elderly.

Did you think of anything else?

2. Answers will vary. The textbook reading you're about to do will run through a number of changes. As you read, compare your ideas to issues discussed in the text.

3. a. Answers will vary depending on where you live. The term *service industry* is normally used for jobs that fall toward the lower end of the economic scale. For example, a lawyer provides a service rather than goods, but a lawyer is definitely not part of the service industry. People considered to work in the service industry often provide personal services. Housekeepers and maids, caterers, nannies, catalogue shoppers, home-care attendants, and gardeners are all part of the service industry. So are many people today who operate small businesses from their homes, often with the help of a computer, providing and processing information for people. People in relatively low-paying jobs such as gas-pump attendants and restaurant servers are also usually considered to be part of the service sector. If you're being served by someone whom you might tip, that person is working in the service sector.
- b. Most jobs in the service sector don't pay as well as many other jobs (a classic example of a service-sector job would be serving customers at a fast-food restaurant). These lower incomes often translate into financial struggles for families dependent on work of this sort.

c. Answers will vary. Here are a few ideas to compare with your own:

- unemployment
- the obsolescence of skills due to technological changes
- the high cost of education
- the large number of single-parent families
- the increase in part-time work

Did you think of other reasons?

d. Answers may vary somewhat; but, essentially, single parents (most often women) tend to get hit harder than most families by financial difficulties. This situation is sometimes called the *feminization of poverty*. Often young mothers, with little education or training, are left to raise children with little or no support from the children's fathers. Because of their poverty and responsibilities, they can't upgrade their skills in order to find better jobs.

What follows is one student's list of some of the difficulties frequently faced by single-parent families:

- the need to hold down more than one job (meaning less time and energy for the family)
- frequent unemployment and a dependence on welfare
- an inability to get the retraining needed to get a job (or a better job)
- poverty—children going to school hungry
- an inability to ever even hope to buy a home
- the parent going without to feed and clothe the children

Clearly this list could be greatly expanded. You likely included other things when drawing up your own.

4. Answers will vary. Here's one student's list; you likely thought of other possibilities.

- day-care services and nannies
- maids and housekeepers
- gardeners and grounds-keepers
- laundry/dry cleaning/clothes—maintenance services
- home-maintenance technicians
- shuttle services to schools
- dog-walkers and kennels
- cooks and caterers
- personal shoppers
- home-care services for the elderly
- teachers for workers having to upgrade their skills

5. a. Answers will vary depending on how far back you go. Up until recently, it was certainly unusual to see older people at a university or college; people expected to get their training or education after high school and then enter the work force and stay there. There were fewer colleges, and most people felt that a university degree was the ticket to a high-paying job. People wishing to practise a trade more frequently learned on the job than today, though technical schools certainly existed.

Going back a generation or two before that, there were far lower expectations of formal education. A high school diploma wasn't required for most jobs or for entry to most technical schools. Only academically oriented students expected to complete school; others went out and apprenticed in a trade, entered the family business or worked on the farm, or learned a skill at a technical school.

b. Answers will vary. Here are a few things you might have considered:

- a reduced income
- the need for everyone to make a financial contribution
- the impact of moving or splitting up the family
- the need for family members to take over other responsibilities within the home
- the sense of accomplishment all family members could share in coping with the situation

6. Answers will vary. The textbook reading you're about to do includes ideas to compare to your own. They are as follows:

- flexible work hours
- a compressed work week
- the chance to do some job sharing with other employees
- on-site child-care facilities
- on-site counselling and assistance in dealing with problems
- the chance to take leaves of absence
- more security from transfer to other cities

Did you think of other ideas?

7. Answers may vary somewhat, but here are some benefits for employers:

- Employees can work when they're most productive (for example, morning people can arrive early and put their best hours to work while others may come later and get that much-needed rest).
- Employees who can manage their lives better will feel less stressed and so be more productive.
- The policy will boost employee morale, and so increase productivity.
- There will be less absenteeism since employees will be less likely to stay home to look after family matters.

8. Answers will vary. Most employees who enjoy policies like these value them greatly—especially those struggling to balance home and work responsibilities.

9. a. Here's a chart to compare with your own:

Benefits	Drawbacks
<ul style="list-style-type: none">• convenience/time saving• flexibility• news worldwide• improved communication• improved health/lives saved• healthier food• improved entertainment• improved security/protection• technological jobs	<ul style="list-style-type: none">• rapid obsolescence• dizzying pace of change• stress due to choices available• pressure to acquire things• sedentary lifestyle as machines do the work• high cost of some equipment• need to control technology• tendency to put people into debt• damage to environment• less emphasis on family life• intrusion into our lives

b. Answers will be personal. Did you take a clear position and defend it? Did you explain your reasons fully? Could you debate your position with someone taking the other side?

Section 2: Follow-up Activities

Extra Help

1.
 - a. Compare your pyramid with the one on page 44 of your textbook. Make sure you understand the meaning of the need indicated at each level; these are explained under the textbook diagram.
 - b. Answers will vary. What follows is one student's list; yours will, in all likelihood, be different.
 - Physical: provide a common dwelling (the family home) to shelter family members
 - Safety and Security: care for family members who are sick or injured
 - Love and Belonging: talk over problems and give emotional support
 - Self-esteem: show an interest in the accomplishments of family members and offer praise
 - Self-actualization: encourage family members to express their creative side and to pursue their studies and interests
2.
 - a. Compare your diagram with the one on page 63 of the textbook or in Activity 2 of this section. Note that the textbook chose to express the progression in a linear fashion, while in Activity 2 it's shown as a real cycle. Either sort of diagram is acceptable as long as it clearly illustrates the various stages in the life of a typical family.
 - b. Answers may vary slightly. Here are some of the challenges you might have indicated:
 - adjusting to living with another person
 - getting to know each other as real people, flaws and all
 - working out daily routines
 - learning to make decisions together—and sometimes to compromise
 - acting as a team
 - maintaining individuality while being a team player
 - communicating effectively
 - working out relationships with each other's extended family
 - working out relationships with each other's friends
 - modifying activities with friends to accommodate the new relationship
3. Answers may vary a bit. Here are some possibilities:
 - try to make themselves financially secure
 - develop hobbies and interests outside their jobs
 - take good care of themselves physically and mentally to maintain wellness
 - perhaps plan to work on a part-time or volunteer basis

Did you come up with other ideas?

4. a. It's possible that Seth and Biliana will have relatively few problems. Just because Biliana was raised in an autocratic home, there's no reason to assume that she has the same role expectations as her parents did; in fact, she might be rebelling against her upbringing and was attracted to Seth because he's so unlike her father.

However, often the way people were raised affects them more deeply than they think. It's very possible that Biliana has absorbed some of her parents attitudes towards family roles, role expectations, and even stereotyping. She may expect Seth to be the family breadwinner while just assuming that when the time comes, she'll leave her job to look after the kids while Seth goes on working for a paycheck. She may feel resentful of Seth if he tries to move onto her turf—the kitchen and the nursery.

Seth, in turn, may be shocked to discover that his wife expects him to work full-time to support the family while she takes the time needed to establish close relationships with the children. If she falls back on the pattern established in her home, she may expect Seth to be the family disciplinarian and decision maker—roles that Seth may not feel at all comfortable with. All this could result in serious role conflicts that would be best to work out before the marriage. And the best means of doing this is open communication and serious discussion.

- b. Answers may vary a bit. Here's a list to compare yours with:

- allow employees who wish to to have part-time jobs or do job-sharing with other employees
- allow employees flexible working hours
- establish child-care facilities at work
- allow employees to work a compressed work week
- be generous with leaves of absence
- provide counselling for employees

5. The people who are hurt most by rapid changes are those who don't see them coming and so fail to prepare or to react on time. If you accept that we live in a world of constant change and are prepared to go on adapting and learning new skills throughout your life, you'll be in a much better position to surf the wave of change and stay on top. Understanding change helps you to anticipate it and to prepare yourself accordingly. Adaptable people are proving to be the ones who suffer the least from the threat of job loss and the obsolescence of old skills.

Enrichment

There are no suggested answers for this activity.

Section 3: Activity I

1. Answers will vary. Here's one student's list with which you can compare your own:

- words
 - in person (face to face)
 - over the phone
 - letters
 - notes in class
 - e-mail
- gestures
- hand signals
- tone of voice
- posture
- clothing
- facial expressions

Did you think of anything else? Perhaps you'll get a few more ideas as you work through this activity.

2. The four elements are

- communication channels
- participant
- timing
- the use of space

3. a. This is nonverbal communication. Don't be fooled by the fact that he's making sounds with his mouth. Unless he's transmitting ideas with actual words, Stephan's communication is nonverbal. Even if he used his vocal cords to shout or scream, the communication wouldn't be verbal unless he shouted out actual words.
- b. Answers will be personal. You shouldn't have had much trouble coming up with examples since we all communicate in these ways all the time, even if it's often done unconsciously.
4. Pierre's big mistake here was timing. He should have known that his mother would be tired and looking forward to sitting down and relaxing. Any intrusion into her plans at this point would be more likely than usual to get a negative reaction.
5. Answers will be personal. As the speech bubble that follows question 5 points out, it sometimes happens that people from other cultures intrude into the personal space of those of us brought up in mainstream North American culture without meaning to. They, in turn, can find most North Americans cold and impersonal, the way they always back away.

There are other examples of this sort of thing, however, that don't involve different cultures clashing. For instance, the car salesperson who gets too chummy, puts a hand on a customer's shoulder, and calls the customer by his or her first name may well be ruining any chances of a sale by intruding too far into the customer's space. It all depends on the customer.

6. a. Answers will be personal.
- b. Again answers will vary. Here are a few things one student added:

- Do
 - maintain eye contact
 - avoid distractions
 - be honest
 - hear the other person out
- Don't
 - give others the “silent treatment”
 - figure you know what the other person is saying before he or she has finished talking
 - become angry and turn the conversation into a fight

You may think of other dos and don'ts before you've finished this section.

7. Your pie graph should look like this one.



8. Answers will vary. What follows are merely examples.

- a. (1) "Wow! How close did you come to going over?"
(2) "Oh, I'm sure we'll find something to do. Calgary's a big place."
(3) "Just how long did you work on it?"
- b. (1) "Boy, I'll bet you were frightened. How did you react when you realized you'd managed to stay on the road?"
(2) "Well, let's make a list of all the things we might do and see if any of them look like fun. Or are you just feeling more like staying around the house this weekend anyway?"
(3) "You sound pretty frustrated. Would you like to go through the essay with me and see if I can tell where the problem lies?"

9. Answers will vary. Here's a possible situation. "You didn't let me know you weren't going to be here for supper! I'm sick to death of this sort of thing. How am I supposed to feel when I'm treated this way? I've just about had it, mister! I'm telling you, I'm about ready to explode!"

Certainly I-messages are far more helpful than accusatory you-messages; but if anger takes over and the other person's feelings aren't taken into account, they, too, can become abusive and counter-productive.

10. Answers will vary. Here are two examples with which to compare your own:

- **Feedback:** Marissa Kilpatrick was returning from a week-long student exchange in Montreal. She told her mother on the phone that her flight would be arriving at the Edmonton International Airport at 11:05 on Friday, and her mother said not to worry, she'd be there. Just before hanging up, Mrs. Kilpatrick said, "I assume, of course, that that's 11:05 A.M." "No, it's 11:05 P.M.," Marissa replied. "Didn't I tell you that?" "Well," responded her mother, "if you did, I missed it. Good thing I asked."
- **Assertive communication:** Alison Jessop was very embarrassed by the way her parents still treated her like a little girl. When her father told her that he'd pick her up after the dance, Alison said she'd get a lift home with friends. Thinking his daughter simply didn't want him to go to any trouble, Mr. Jessop said, "Oh, I don't mind at all. I feel better knowing that I'll be driving you." "Dad," said Alison firmly, "none of the other kids have their parents waiting to pick them up at the dance. It would be terribly embarrassing. I won't have any problem getting a lift; but if it makes you feel better, I promise to phone for you if anything goes wrong. I really do appreciate your concern, by the way."

11. Everyone's chart will be personal. You may have had problems remembering specific instances where these barriers were factors, but you're likely familiar with all of them. Now that you're more explicitly aware of barriers like these, keep an ear out for them in your day-to-day life. You'll probably be surprised at how often they come into play.

Compare your chart with the following examples.

Mind Reading	Mom was upset about something she'd seen on the news, but I thought from her behaviour that she was still mad at me from our slight quarrel last night. I stayed out of her way.
Avoiding Subjects	In our family, no one can question any of our religious beliefs. I'm not so sure about a few things, but my parents won't even discuss the matter.
Mixed Messages	Mom always asks me how my day went when I get home from school; but when I start to tell her, she's so busy getting supper that I can tell she isn't interested despite what she says.
Interference	The people in the apartment next door always seem to be fighting. Last night I tried to talk to my father about why I want to study art rather than medicine, but neither of us could concentrate over the awful yelling coming through the walls.
Silence	Last week, Dad and Mom had an argument; and ever since then, Mom has been all icy. Dad keeps trying to make up to her, but she won't talk about the problem or anything else. She's really giving him the silent treatment.
Different Outlooks	Mom and Dad said I could be on the team if my marks were good on my report card. I passed everything, and thought I was on the team for sure; but now I find out that passing isn't enough. Now I find out that I have to get all As and Bs!

12. Answers will vary, depending on your personal situations. For example, in the case of the first entry on the chart, the solution would have been simply to ask your mother outright if she was still angry with you.
13. Certainly being reasonable is always helpful during stressful situations; but the problem with *computing*, as Satir uses the word, is that it's dishonest. It masks the person's true feelings and creates a barrier between the two communicators. It can also lead to frustration on the part of the other person who sees that the *computer* refuses to give up his or her mask of reason and really deal with the issue.
14. Some of the things you might have mentioned are
 - avoiding (or at least ignoring) the subject
 - having different outlooks (probably the principle problem)
 - mindreading (perhaps)
 - a failure to be assertive
 - a failure to engage in active listening and to get feedback

Did you think of anything else?

Section 3: Activity 2

1. Answers will be personal.
2. Clearly this is an example of a constructive conflict. Wei and her father talked openly and honestly, and so arrived at a mutually agreeable solution. In the process, they also came to know and understand each other somewhat better.
3. Answers will vary. Here are a few possibilities suggested by students:
 - If they owned a VCR, Adam could have watched the game while taping the movie. Angelique could see the movie later.
 - They could have agreed that if Adam watched the game, he'd pay for the rental of a videotape of the movie for Angelique.
 - They could have checked the times of the shows they wanted to watch more carefully. Perhaps Angelique could have watched her movie while leaving Adam time to see the third period of the game.
 - Perhaps they could have bargained with other things. For instance, if Angelique had agreed to take Adam's turn with the lawnmower on the weekend, he might have been willing to let her watch her movie.

Did you come up with other solutions?

4. Answers will vary. This question asked you to do quite a bit of work, but it should have been fun—especially if you were working with a friend. Answering a question of this sort is like role playing; it helps you see things from both points of view and so understand both sides of the issue. It also gets you thinking of ways to negotiate a solution.
5. a. Empathy is a sense of understanding the feelings and experience of another person. If you have empathy for someone going through an unhappy experience, for instance, you share that person's feelings of sadness and hurt.
b. Answers will be personal. Did you include an example to illustrate your answer?

6. a. Answers will be personal. Almost everybody has heard of counting to 10 before responding in anger, but this seldom really works. Rather, often the anger just builds up that much more intensely. Really thinking about some of those listed questions can, however, genuinely help most people control their outbursts. If you put an issue into perspective and realize that you're about to jeopardize an important relationship over some relatively trivial matter, often you'll calm down and approach the problem more reasonably.
- b. Answers will be personal. Some people, for instance, find that just walking away and cooling down helps. Others like to express their anger physically in some harmless way—like running or working out with a punching bag.
7. Answers will vary. Here are a few ideas to compare with your own:
 - a. You should simply ask your brother in a non-accusatory manner how the rip occurred; it might, after all, not have been his fault at all. If you discover that the tear resulted from your brother's carelessness, you could work out a method of compensation. Could he repair it? Could he do you a favour or take over one of your household chores for a while?
 - b. You should wait until the show is over and you're talking with your friend. Ask casually why he or she was late; perhaps there was an entirely unavoidable reason. If the lateness was your friend's fault, point out nicely but firmly that you really wanted to see the whole movie and that this sort of thing bothers you a good deal. Give your friend another chance to prove that he or she can be more punctual.
 - c. Remember, your classmate may not be telling the truth. Consider asking another friend at the dance whom you know you can trust. If the occurrence is confirmed, tell your friend that you hear that someone was spreading rumours at the dance. Give your friend a chance to tell his or her side. Perhaps what began as an innocent comment became twisted with several retellings. If it turns out that your friend was at fault, ask why he or she behaved this way. Perhaps your friend was upset about something that you had done. If you're truly good friends, you should be able to work things out by talking openly.
 - d. You should point out the seriousness of the project and the looming deadline. Indicate your frustration, but not in an angry manner. If this doesn't get results, take a firmer line, but don't become angry. This can be an extremely trying situation, but anger will only make it less likely that your partner will become more co-operative.
8. • A physical reaction is anything like punching or kicking, pushing the other person around, shoving your fist under the other person's nose, or, in the case of young children, throwing a temper tantrum complete with pounding fists and feet. Reactions like this make it all but impossible to find a solution. They make negotiating far less likely; and usually it takes apologies, often days later, before any progress can be made. And by then it's often too late.
- Competition means seeing the conflict as a battle to be won rather than a problem to be solved. A person who views things this way is unlikely to be willing to negotiate at all; he or she wants an all-out victory or nothing.
- Control involves directing the other person's behaviour. The person who wants control isn't satisfied with a negotiated solution to a problem; he or she wants to be the one to decide. Often, especially in the case of a conflict between a young child and a parent, the parent should be in control; but even then the parent should at least consider the child's feelings and desires. Later on, when the child is older, some parents find it difficult to give up any of their control; and this can result in problems.
9. There is no suggested answer for this question.

10. Answers will vary. There is, of course, a great deal that could be said to the members of the family. Here are a few points you may have included:

- Listen to each other actively, empathetically, and effectively.
- Send I-messages; don't be accusatory.
- Use feedback and be aware of each other's body language.
- Be assertive but not pushy.
- Don't read minds and assume you know what other members will say.
- Talk the problem out; don't avoid it.
- Watch out for barriers, interference, and mixed messages.
- Watch out for situational, personality, and power factors in trying to solve the conflict.
- Follow the resolution process.
- Be willing to negotiate and find a compromise solution.
- Control your emotional reactions.
- Think of the points of view of other family members.
- Be respectful.
- Watch out for factors like physical reactions, competition, and control.

You may well have included other ideas; and you might have focused more particularly on the specific problem the Hymersteins are trying to resolve. The important thing is that you understand the processes needed to deal with family conflicts in a constructive—never a destructive—manner.

Section 3: Follow-up Activities

Extra Help

- Obviously your brother is depressed, dejected, and upset—and perhaps a bit humiliated.
 - Your teacher is angry and feeling annoyed. He's determined to quiet down the class. He means business.
 - Your mother is rather shocked, embarrassed, and disapproving; and she's upset with you for what you've done.
 - Your boss is uninterested, distracted, and bored. She probably wants to go on to other, more important tasks, and you're keeping her from them.
 - You're signalling that you're bored and restless. You want the talk to end and get out of there. You're also signalling to the speaker that you're rather rude and insensitive to the feelings of others.
- Your drawings will, of course, be your own creations. Consider showing them to friends or family members and having them determine the emotions they reveal.
- Answers will vary. Compare yours with the ones that follow.
 - I really like going out with my friends, but lately it seems I don't often get to go. It's starting to bother me, and my friends think I'm avoiding them. Why can't I do things with them anymore?
 - I slept in. I guess I've come to rely on you to call me. Should I go on doing that?
 - That stereo seems awfully loud; I can't really concentrate on my work. Could you turn it down a bit, please?

- d. I got into trouble because Dad found out what I did. I guess I shouldn't have told you people about it.
- e. It seems to me that when I tell you what to do it still doesn't get done. You know, I seldom give you an order unless it's important to me. If there's some reason why you can't do something, please let me know about it—along with your reasons.
4. a. iii d. v g. i j. vi m. iv
 b. xi e. xii h. xiii k. vii
 c. viii f. ix i. ii l. x

Enrichment

There are no suggested answers for this activity.

Section 4:Activity I

1. a. Answers will vary. Were you, or your parents, certain about your immunization status? Were you able to find your records right away? If not, once you've found them, put them somewhere you'll remember.
- b. There are different reasons. Some people are frightened by immunizations; normally, weakened strains of the germ are used to activate the body's immune response, and the fear is that perhaps the weakened germ can still do some damage—perhaps even cause the disease. This belief is strengthened by the fact that from time to time—though very rarely indeed—an immunization does go wrong. The chances, however, are much, much greater that you'll get the disease if you aren't immunized than if you are.

Did you think of other reasons? Some people might have objections on religious grounds while others simply don't believe in introducing anything into the body that seems unnatural.

2. Most people believe that the overuse of antibiotics in our society has led to the evolution of strains of tuberculosis—and other diseases—that are resistant to most or all antibiotics. Some people suggest that the regular use of antibiotics in livestock production in particular has speeded up the development of resistant strains.
3. There is no suggested answer for this question; but if you were able to find someone who remembers the episode, you probably heard stories about the panic felt by parents of young children, the long lineups for shots, and the collective sigh of relief breathed by society as children became immunized.
4. Normally, two very different reasons are put forward. One is practical. The argument is that it's still possible that smallpox could break out again. For example, there are still smallpox victims buried in the permafrost of northern Canada, and the frozen virus in their bodies may still be alive. If the bodies are disturbed, the virus could escape. Having some virus samples on hand in laboratories could speed up the process of developing new vaccines quickly to deal with this sort of outbreak.

The other argument is more philosophical. Though human beings have accidentally exterminated a number of species, we've never deliberately put an absolute end to any life form. Some people see an ethical problem to taking this step, even when the life form in question is a deadly virus.

What are your thoughts on these arguments?

5. There is no suggested answer for this question; but if you were able to talk to anyone, you were probably surprised to learn how dangerous pneumonia was considered to be before the days of antibiotics. Today, except for the very young or elderly and people with weakened immune systems or other medical conditions, pneumonia usually means a short course of pills and then back to work.
6. Answers will vary, though most people think right away of AIDS in response to this question. Another such disease that some students suggest here is the ebola virus. If you live in rural Alberta, you might have thought of hantavirus. As well, as was noted earlier, there are diseases today, considered beaten a generation ago, that are now recurring in forms resistant to antibiotics.
7. The gene is recessive, which means that a person must receive one from each parent. Those with only one gene, acquired from only one parent, are carriers, but they don't actually have the disease.
8.
 - a. Answers will vary, depending on your family. The unfortunate fact is that many adults have type II diabetes without knowing it. Only when symptoms become extreme do they go to the doctor.
 - b. Answers will vary. Some people with type II diabetes control their disease by paying strict attention to their diet and by getting regular exercise. They monitor their blood-sugar levels by regularly testing a drop of their blood (taken from a fingertip) with a home-testing kit. These diabetics may require some medication as well. Others, with more serious cases, must get regular insulin injections in addition to strictly controlling their diet and exercising.
9.
 - a. The path is as follows: Victoria—her daughter, Alice of Hesse—her daughter, the Tsarina (that is, the Russian Queen), Alexandra—her son, Alexis.
 - b. Yes, any or all of his four sisters could have been carriers. These girls, along with Alexis and their parents, were killed during the Russian Revolution, so none of them ever had children.
 - c. The link between Victoria and today's Royal Family is King Edward VII. This son of Victoria didn't inherit the gene for hemophilia, so none of his descendants were affected.
 - d. There seem to be only two possible explanations. One is that Victoria herself was not actually the child of Edward Duke of Kent but that she was the result of a possible affair her mother had with another man who was a hemophiliac. There is no other evidence to corroborate this, however; and in those days, few hemophiliac males lived long enough to have children. The more likely explanation is that the gene occurred in Victoria as a result of a mutation—a genetic change that occurred for the first time in her and which she then passed on.

Section 4: Activity 2

There is no suggested answer for this activity; everyone's health record will be personal. The sample health record provided in the activity is your best guide for assessing your own.

Section 4: Activity 3

There is no suggested answer for this activity. Your personal action plan will be your own creation, reflecting your health concerns and goals.

Section 4: Follow-up Activities

Extra Help

Charts will vary; compare yours with this one.

PERSONAL ACTION PLAN—MIKE

Focus Areas (Strengths & Concerns)	Goals		Action Plan	Resources	Rewards
	Short	Long			
increasing arm and leg strength	<ul style="list-style-type: none"> start a program see some improvement in two weeks 	<ul style="list-style-type: none"> increase foot speed and endurance increase catching and throwing ability increase strength and balance 	<ul style="list-style-type: none"> run three times a week—build up to three miles work out in gym three times a week with weight machines 	<ul style="list-style-type: none"> gym weight room at school track coaches friends and/or teammates 	<ul style="list-style-type: none"> play high school football play university football sense of accomplishment
increasing weight	<ul style="list-style-type: none"> gain 1 kg every three weeks 	<ul style="list-style-type: none"> gain 9 kg by November; then maintain weight 	<ul style="list-style-type: none"> meet with dietician to develop weight-gain diet involve Mom—work out meal arrangement follow diet in conjunction with weight training 	<ul style="list-style-type: none"> dietician Mom literature on weight gaining health-food store 	<ul style="list-style-type: none"> better self-image sense of accomplishment more self-confidence—especially with girls
zits on face and back	<ul style="list-style-type: none"> prevent them from getting worse 	<ul style="list-style-type: none"> get rid of all or most zits 	<ul style="list-style-type: none"> improve diet—no junk food wash more with soap and water see doctor, if no change 	<ul style="list-style-type: none"> dietician Mom family doctor 	<ul style="list-style-type: none"> same as above prevent or minimize scarring

Enrichment

There is no suggested answer for this activity; but if you did the research, you may well have learned things that will help you or someone you know deal more successfully with a health problem, either potential or actual. The first step in taking effective action is always increasing your knowledge and understanding. Now, if you can, the thing to do is put what you've learned into effect.

Section 5: Activity I

1. Answers will vary. Compare your ideas with the ones that follow.

Self	<ul style="list-style-type: none">• separated from family• separated from old friends• had to adapt to life in Alberta• lost old support network• had to build new life• committed to taking many trips back home over the years
Parents, Brothers, and Sisters	<ul style="list-style-type: none">• had vastly reduced contact with Lorne• had little contact with their grandchildren/nieces and nephews• didn't get to know Lorne's wife well• parents lost Lorne's help and support as they aged
Home Town	<ul style="list-style-type: none">• lost a promising young teacher who would likely have worked there all his life• lost a good citizen who might have contributed to community life in many ways• lost the chance of Lorne raising a family and sending his children to school there
Family in Alberta	<ul style="list-style-type: none">• wife never got to know her in-laws well• children grew up without relatives nearby• children lost contact with Nova Scotian way of life• children grew up as Albertans, and are likely to stay and raise their own families here

Did you think of implications?

2. Answers will vary. The suggested answer to question 1 may give you some ideas, but the situation you're describing will, of course, be different.

3. Answers may vary somewhat, but it's likely that you came up with points like the following:

- **Effects on you:**

- You'll fall behind your friends in your studies and career goals.
- You'll be able to save money to finance your studies; this will mean less stress and less debt.
- You'll have time to think about your plans and change them if you think it's best.
- You'll get used to having a regular paycheck; it may be hard to give this up to return to school.
- You'll get a real sense of what it means to be in the work force.

- **Effects on family:**

- If you live at home, your family will have you with them for another 15 months.
- If you live at home, your family will have to adjust to your work hours.
- There may be less pressure on your family to help finance your studies.

- **Effects on friends:**

- Your friends will have you around for another 15 months.
- They may have to adjust to your work hours and new lifestyle.
- Assuming you don't live in the Red Deer area, in 15 months you'll be leaving your friends and you may drift apart.
- The new interests and friendships you'll likely make at college may put a strain on your old friendships.

- **Effects on community:**

- Assuming you don't live in Red Deer, you'll be leaving your community in 15 months.
- Chances are that when you graduate you'll have to go to another community to get work; if so, your home town will lose a contributing citizen and taxpayer.

Did you think of other effects?

Section 5: Activity 2

1. Answers will vary. Compare your ideas with the following:

- The home may seem empty; your parents may experience the "empty-nest" syndrome.
- The family grocery bill will be smaller.
- Space will be freed up in your home; perhaps your parents can use your room as a study or sewing room.
- Your brothers and sisters may find themselves rather lonely.
- If your parents are helping you financially with your studies, this may strain the family budget (even with those smaller grocery bills).
- Your parents may worry about you living away from home, or they may worry less when you're no longer under their roof.
- Your parents may find a new, more adult, relationship develops between you and them now that you're no longer at home.

2. Answers will vary, depending on your own family situation. Did you explain your answer?

3. Answers may vary somewhat. Compare your ideas with the following:

- Nina may have to assume more family/financial responsibilities while Shane upgrades.
- There may have to be serious cutbacks on family expenditures and lifestyle.
- Either Shane will have to live away from his family for a period, or the entire family will have to relocate. Given Nina's job, the former alternative is more likely; this will mean Shane's family will be spending much less time with him.
- Looking down the road, future promotions for Shane may mean more money and a higher standard of living for the family.
- Promotions may eventually give Shane greater job satisfaction and a more fulfilling life.

Did you think of anything else?

4. Answers may vary. Compare yours to the following:

a. Here are some possibilities:

- The two may develop new friends and interests and gradually drift apart. Kirstein might meet another boy she finds interesting.
- They may make real efforts to keep in touch through visits, phone calls, letters, and e-mail messages, and so maintain their relationship.
- James may get lonely and change his mind, following Kirstein to college.

b. Here are some possibilities:

- The relationship may continue, perhaps eventually leading to marriage.
- Kirstein may resent not going off to college, and the relationship might break down under this strain.
- The two might find their goals and dreams are so different that they decide to split up.

c. Here are some possibilities:

- James may discover a career area and continue his studies and his relationship with Kirstein.
- James may be unhappy at college. If he blames Kirstein for this, it could spell the end of their relationship.
- James may meet a new girl he finds interesting and develop a relationship with her.

d. Answers will vary. Did you give reasons for your answer? The fact is that when a young couple like James and Kirstein do move apart intending to maintain their relationship from a distance, eventually the strains on the relationship become very great. If Kirstein goes off to college, chances are great that she'll eventually develop a new life in which James plays no real part. On the other hand, it's very important for young people to get out into the world and experience different people and places before committing themselves to a partner. It's a tough decision, isn't it?

- e. Most people agree that while it's important to consider friends when making important decisions, ultimately the decision has to be your own or you'll never be happy with it. Listen to your friends, but make your mind up for yourself. Did you supply examples?
5. Answers will be personal. If you found it hard to think of three or four examples, remember to consider things like volunteer work, involvement in your school and other organizations, and so on. If you still find it difficult coming up with examples, perhaps you should try to become more active within your community.
6. Examples will vary. Your community can affect your choices in a number of ways; often this depends on the facilities and opportunities offered by your community. Here are a few things your community might have that would affect your decisions:
- recreational teams and facilities
 - a hospital, seniors' residence, or other facilities where you can volunteer
 - businesses that can hire students
 - businesses looking for apprentices
 - good day-care facilities
 - technical schools or community colleges

Did you consider other possibilities?

7. Compare your ideas to the following:
- **Effects on themselves:**
 - Their choices provide little positive stimulation.
 - There's little chance to develop the self-esteem that comes from contributing.
 - There's little chance to make new contacts and develop new skills or interests.
 - There's a strong risk of boredom—a boredom that can lead to anti-social behaviour.
 - **Effects on their family:**
 - They don't seem to be contributing to household chores or family life.
 - They aren't nurturing the family ties that create a sense of belonging and caring.
 - **Effects on the community:**
 - They don't appear to be contributing to the community in any way.
 - They're reinforcing the impression some older people in the community likely have of teens as being spoiled, troublesome, and possibly dangerous.
 - They're taking from the community without putting back.

Did you come up with other possibilities?

Section 5: Follow-up Activities

Extra Help

Compare your thoughts with the ones that follow:

1. • **Effects on the family itself:**

- The parents will have to look for other work. Given the fact that both parents have lost their jobs, they'll likely have little choice as to what work they do. At their age, it may be difficult to find employment. If they do find work, their plans for early retirement may have to be shelved.
- The children may have to change or postpone plans for post-secondary studies. They may have to get jobs to help out the family.
- The family might have to move to another community in order to find work.

• **Effects on friends:**

- Friends may have to support the family emotionally and perhaps help out financially.
- If the Jeffersons have to move, they'll be leaving their friends, who will likely miss them.
- Mr. and Mrs. Jefferson may have to make use of their friends and connections in the process of networking to find jobs.

• **Effects on the community:**

- The school and service club will likely lose the Jeffersons' contributions as they'll have more pressing problems to focus on.
- The closing of the company will likely affect many people in the community. Businesses will suffer as people like the Jeffersons have less money to spend.
- If the family has to move away, the town will lose an active, contributing family with children who might have stayed on in their home town.
- Organizations within the community may be called upon to help out people like the Jeffersons.

Did you think of other possibilities?

2. Answers will be personal. It would, of course, depend in part on whether you were a parent or a child; but either way, you'd probably be called upon to make sacrifices. This could involve moving, getting retraining, postponing or even giving up plans for college or university, taking a job for at least a while that you didn't really want, and contributing your income to the family budget rather than spending it entirely on yourself.

Enrichment

There is no suggested answer for this activity; but if you did any investigating into employment prospects in this area, you should have developed your research skills while increasing your awareness and understanding of career possibilities related to family dynamics.

Image Credits

All clip art drawings are commercially owned.

Contents

Section 1: PhotoDisc, Inc.

Section 2: PhotoDisc, Inc.

Section 3: PhotoDisc, Inc.

Section 4: PhotoDisc, Inc.

Section 5: EyeWire, Inc.

Page

3	PhotoDisc, Inc.	49	PhotoDisc, Inc.
4	Gazelle Technologies, Inc.	51	PhotoDisc, Inc.
7	both: PhotoDisc, Inc.	53	both: PhotoDisc, Inc.
10	Canadian Pacific Railway	55	both: PhotoDisc, Inc.
12	PhotoDisc, Inc.	57	PhotoDisc, Inc.
15	PhotoDisc, Inc.	59	PhotoDisc, Inc.
17	PhotoDisc, Inc.	61	all: PhotoDisc, Inc.
18	PhotoDisc, Inc.	63	PhotoDisc, Inc.
21	all: PhotoDisc, Inc.	64	Adobe Systems Incorporated
24	Gazelle Technologies, Inc.	65	PhotoDisc, Inc.
25	PhotoDisc, Inc.	70	PhotoDisc, Inc.
26	PhotoDisc, Inc.	71	all: PhotoDisc, Inc.
28	left: EyeWire, Inc.	74	EyeWire, Inc.
	right: PhotoDisc, Inc.	76	PhotoDisc, Inc.
29	PhotoDisc, Inc.	79	both: PhotoDisc, Inc.
30	all: PhotoDisc, Inc.	89	PhotoDisc, Inc.
32	both: PhotoDisc, Inc.	90	PhotoDisc, Inc.
36	PhotoDisc, Inc.	92	PhotoDisc, Inc.
37	EyeWire, Inc.	95	all: PhotoDisc, Inc.
39	PhotoDisc, Inc.	96	PhotoDisc, Inc.
40	both: PhotoDisc, Inc.	97	Adobe Systems Incorporated
43	Gazelle Technologies, Inc.	98	both: PhotoDisc, Inc.
44	clockwise from top: Gazelle Technologies, Inc.; Gazelle Technologies, Inc.; PhotoDisc, Inc.; PhotoDisc, Inc.; PhotoDisc, Inc.; Gazelle Technologies, Inc.	99	both: PhotoDisc, Inc.
45	both: PhotoDisc, Inc.	101	PhotoDisc, Inc.
47	PhotoDisc, Inc.	106	both: PhotoDisc, Inc.
48	EyeWire, Inc.	109	Adobe Systems Incorporated
		112	PhotoDisc, Inc.
		113	EyeWire, Inc.
		114	PhotoDisc, Inc.
		116	both: PhotoDisc, Inc.
		118	EyeWire, Inc.
		119	both: PhotoDisc, Inc.
		120	PhotoDisc, Inc.
		121	PhotoDisc, Inc.
		124	EyeWire, Inc.
		126	Image Club/Studio Gear/EyeWire, Inc.
		127	PhotoDisc, Inc.
		128	PhotoDisc, Inc.

